

kreyòl

Haitian Creole

Language Guide

July 2015

Haitian Creole 1.2

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Haitian Creole Recommended Grammar Sequence

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MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.



MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activities is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activities in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, “How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?”

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.

To do this as a language-learning missionary:

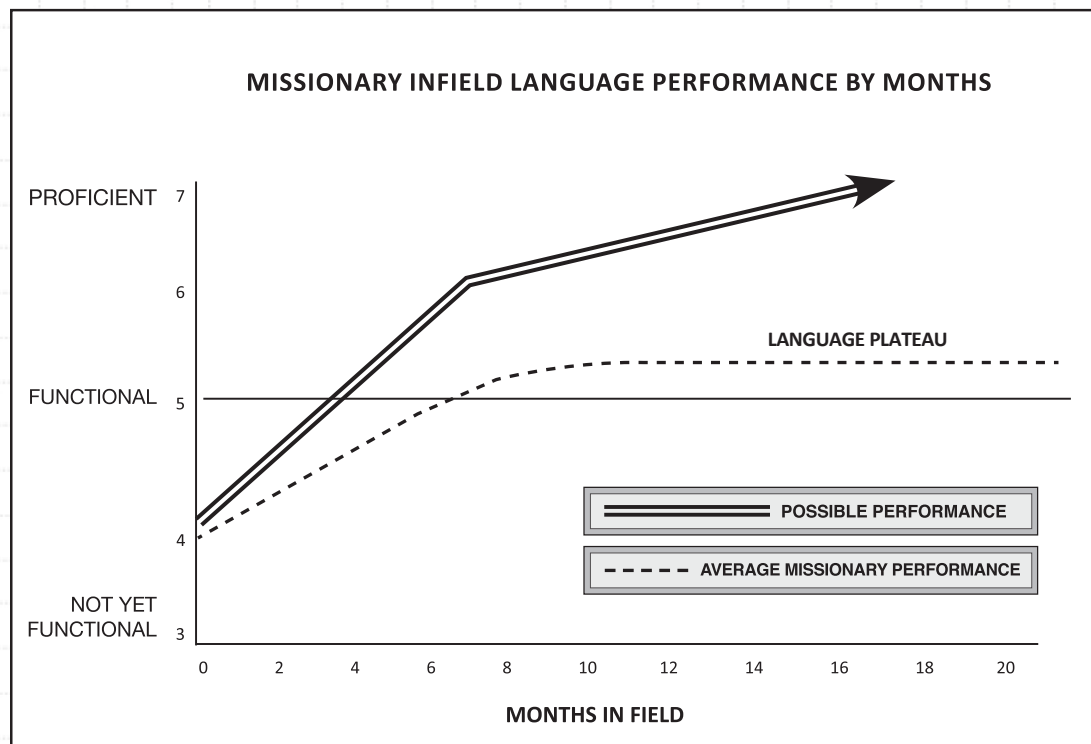
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



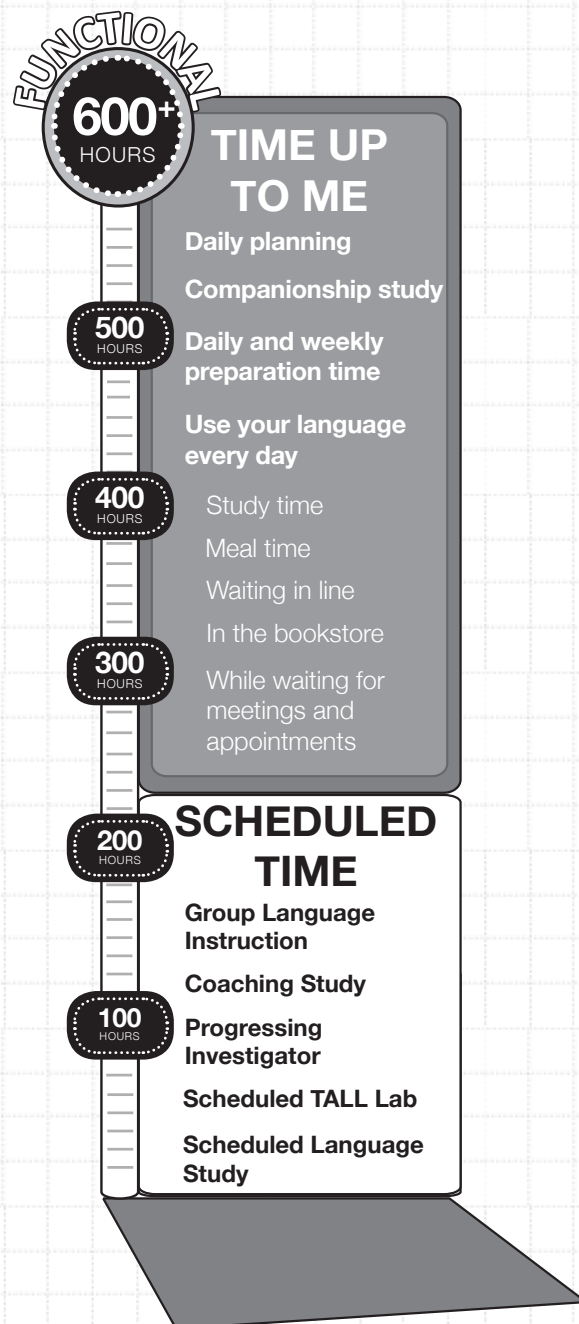
This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel*.

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. “Don’t be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people” (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL **YOU** REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but “do not stop improving your language skills once people begin to understand you” (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities (*Preach My Gospel*, 128). A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to “speak from the heart in [my] own terms... speak out of [my] own conviction” (*Preach My Gospel*, 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines “with clarity and power” (*Preach My Gospel*, p. 20).
- Be able to “expound the scriptures when [I] teach” (*Preach My Gospel*, p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.



YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:

1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

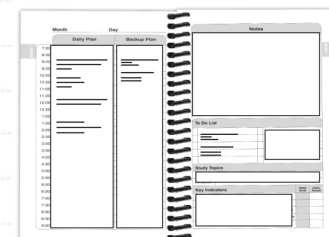
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where, and how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

My LANGUAGE Study Plan

THIS WEEK'S GOALS: [WHAT]

- MEMORIZE & USE ALL NEW GRAMMAR
- LEARN 100 MORE WORDS
- LEARN 40 MORE PHRASES
- MEMORIZE 5 SCRIPTURES
- SYL 12 HOURS EACH DAY
- READ A CHAPTER/DAY IN THE BOOK OF MORMON

Study Plans: [HOW]

- USE EVERY MOMENT WELL
- USE THE STUDY IDEAS FROM OUR TEACHER [HOW TO MEMORIZE, HOW TO PRONOUNCE]
- ASK TEACHER FOR THINGS TO IMPROVE [SAY DIFFERENTLY] AFTER EACH LESSON
- CHOOSE SCRIPTURES, WORDS, & PHRASES FROM WHAT OUR INVESTIGATOR NEEDS
- DAILY LEARN RATE: 15 WORDS, 6 PHRASES, 1 SCRIPTURE. READ BOOK OF MORMON & STUDY GRAMMAR AFTER THAT. SYL ALL THE TIME.
- MEMORIZING SCRIPTURES: STUDY THEM IN ENGLISH DURING PERSONAL STUDY. START LEARNING THEM IN THE LANGUAGE DURING LANGUAGE STUDY. PRACTICE THEM WALKING TO MEALS & WHEN WAITING.
- WORDS & PHRASES: START PICKING THEM DURING COMPANION STUDY. FINISH CHOOSING & FIGURING THEM OUT DURING LANGUAGE STUDY & TALL. REVIEW & GET THEM DOWN DURING MEALS & OTHER SLOW TIMES.
- GRAMMAR: STUDY IT DURING LANGUAGE STUDY & TALL. HAVE COMPANION QUIZ ME ON IT 3X THIS WEEK.
- SYL: TRY REALLY HARD TO SAY THINGS. LOOK THINGS UP & FIND OUT HOW TO SAY THEM. THEN SAY THEM. FIX ALOT OF MISTAKES (80 PER 20+/DAY). TRY TO SYL THROUGH EVERY MEAL. MAYBE ALL DAY SUNDAY TOO.

INVESTIGATOR: [WHY]

- IF I STUDY HARD & USE THE LANGUAGE ALL THE TIME, I'LL SPEAK BETTER WHEN I TEACH.
- IF I WORK HARD & AM WORTHY, I CAN PRAY FOR THE GIFT OF TONGUES & I WILL RECEIVE IT. I MUST ASK FOR IT IN PRAYER.
- REVIEW PLAN, ESPECIALLY LONG TERM GOALS EVERY DAY. KEEP FOCUSED ON PREACHING TO THE PEOPLE WITH POWER!
- STUDY PREACH MY GOSPEL & SCRIPTURES ABOUT MY PURPOSE, CULTURE, & THE GIFT OF TONGUES.
- PRAY CONSTANTLY ABOUT THE PEOPLE IN MY MISSION.

What do you see in these sample plans that you hadn't considered?

[WHEN]

Month JANUARY Day 15 TUESDAY

	Daily Plan	Backup Plan
7:00	BREAKFAST/ADD. STUDY	SYL
8:00	PROGRESSING INV.	LISTEN FOR WORDS & LOOK THEM UP
9:00	FUNDAMENTAL - ROLE OF HOLY GHOST	
9:30		
10:00		
10:30	COACHING, MISSIONARY ST.	ERROR CORRECTION & SUGGESTIONS
11:00	PERSONAL STUDY	
11:30		
12:00	LUNCH SYL	
12:30		
1:00	LANGUAGE STUDY	
1:30		
2:00	CLASS - Comp. Study	PRACTICE FOR TRC (GRAMMAR CORRECTION)
2:30		
3:00	TRC - RESTORATION	USE WHAT I STUDIED
3:30		
4:00	COACH. MISSIONARY STUDY	
4:30		
5:00	DINNER [MEMORIZE WHILE IN LINE]	
5:30		
6:00	GYM	
6:30		
7:00		
7:30	TALL - MTC CORE GRAMMAR	
8:00		
8:30	ADDITIONAL STUDY	Comp. LANGUAGE QUIZ EVAL. GOALS, PLAN LANGUAGE FOR TOMORROW
9:00	DAILY PLANNING	

[WHEN]

Notes

New Words
 MOLITVA
 BOG
 VJERA

To Do List
 CORRECT 20+ ERRORS
 MEMORIZE: 1 SCRIPTURE,
 15 WORDS, & 6 PHRASES

Study Topics
 Personal
 Companion

Key Indicators	Daily Goal	Daily Actual
Lessons taught to investigators with a member present		
Other lessons taught		
Referrals	Received	
	Contacted	
New Investigators		

EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
<u>Weekly Plans</u>	Make Weekly language study plan	Teach John "The Restoration"	TRC teaching a volunteer	Follow-up visit with Krista	Follow-up visit with John	Teach Krista "The Plan of Salvation"	Teach John "The Plan of Salvation"
		<u>My Plan:</u> 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	<u>My Plan:</u> 1. Get to know volunteer. 2. Share a simple overview of The Restoration	<u>My Plan:</u> 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	<u>My Plan:</u> 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	<u>My Plan:</u> 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	<u>My Plan:</u> 1. Ask him a few simple questions about his beliefs. 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

What else would you want to include in your language study plan?

Monday:

- a.) Teach John how to pray
 - i.) Study "The Restoration" pamphlet "How can I know?" in the language.
 - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
 - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
 - ii.) Study command form for giving directions about how to pray.
 - (1.) Conjugate 5 verbs in the command form. (7 minutes)
 - (2.) Say all my commands in the mission language all day.
 - iii.) Practice with my companion, get feedback, and repractice. (8 minutes)
- b.) Invite him to read the Book of Mormon and pray about it.
 - i.) Study the grammar materials to extend, "Will you..." questions (5 minutes)
 - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
 - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
 - ii.) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
 - iii.) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:

- ▷ Finish all grammar lessons before leaving MTC
- ▷ 2,000 words, 500 phrases by 6 months
- ▷ Speak fluently by 12 months

ACTIVITY: LANGUAGE STUDY PLANS

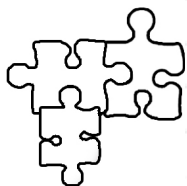
- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.





STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.



STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.



STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.



STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.



STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

1 2

NEW
VOCABULARY

3

NEW
VOCABULARY

4

NEW
VOCABULARY

5

NEW
VOCABULARY

6

NEW
VOCABULARY

7

NEW
VOCABULARY

PREPARING FOR THE FIELD

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR

Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

GRAMMAR PRINCIPLE

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

APPLICATION ACTIVITY

Each board display is followed by an application activity based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.

QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

Tener (Common Expressions) (Spanish for Missionaries, p. 25)

	Tengo <i>I have (am)</i>	mucho <i>very</i>	miedo <i>afraid of</i>	a los perros <i>dogs</i>	
Cuánto(a/s) (no) <i>How much</i>	tengo <i>(I) have</i>	tenemos <i>(we) have</i>	mucho(a) <i>very</i>	miedo a/de <i>afraid (of)</i>	hablar a las personas <i>of talking to people</i>
Sí, <i>Yes,</i>	tiienes <i>(you) have</i>	tenéis <i>(you all) have</i>	poco (a) <i>a little</i>	ganas de <i>to feel like doing something</i>	ser rechazado <i>of being rejected</i>
No, <i>No,</i>	tiene <i>(you) have</i>	tienen <i>(you all) have</i>		diecinueve años <i>nineteen years (old)</i>	estar en esta área <i>of being in this area</i>
¿Por qué <i>Why</i>	tiene <i>(he/she) has</i>	tienen <i>(they) have</i>		sueño <i>to be sleepy (tired)</i>	ser un misionero <i>of being a missionary</i>
Porque <i>Because</i>				hambre <i>hungry</i>	enseñar a las personas <i>of teaching people</i>
				sed <i>thirsty</i>	predicar el evangelio <i>of preaching the gospel</i>
				calor <i>hot</i>	
				frio <i>cold</i>	
				frio <i>cold</i>	

¿**Tiene** mucho sueño?
Are you very sleepy?
Sí, **tengo** mucho sueño.
Yes, I am very sleepy.
No, **no tengo** sueño.
No, I am not sleepy.

¿**Cuántos años tiene**?
How old are you?
Tengo diecinueve años.
I am nineteen years old.

1. When negating, the "no" goes between the subject and the verb: *El no tiene miedo a los perros.*
2. When using "cuánto" to ask a question, the noun comes before the verb: *¿Cuántos años tiene?*

Application Activity

Scenario

The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will be hungry and tired.

Example
Missionary Leader: ¿Tiene miedo de hablar a la gente?
Missionary: No, tengo miedo de ser rechazado.

Practice:

Missionary A. You will take the role of the trainer. Ask the missionary about the following:

- If he/she is hungry, tired, cold, etc.
- How old he/she is
- If he/she is afraid of anything

Missionary B. You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Sí, tengo hambre.

Re-practice: You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A. You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:

- If the missionary is afraid of something
- If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
- If the missionary feels confident

Missionary B. Use the board display as a guide to answer missionary A accordingly.

Additional Contexts

- Describing how your investigators feel during your teaching appointments

NOTES

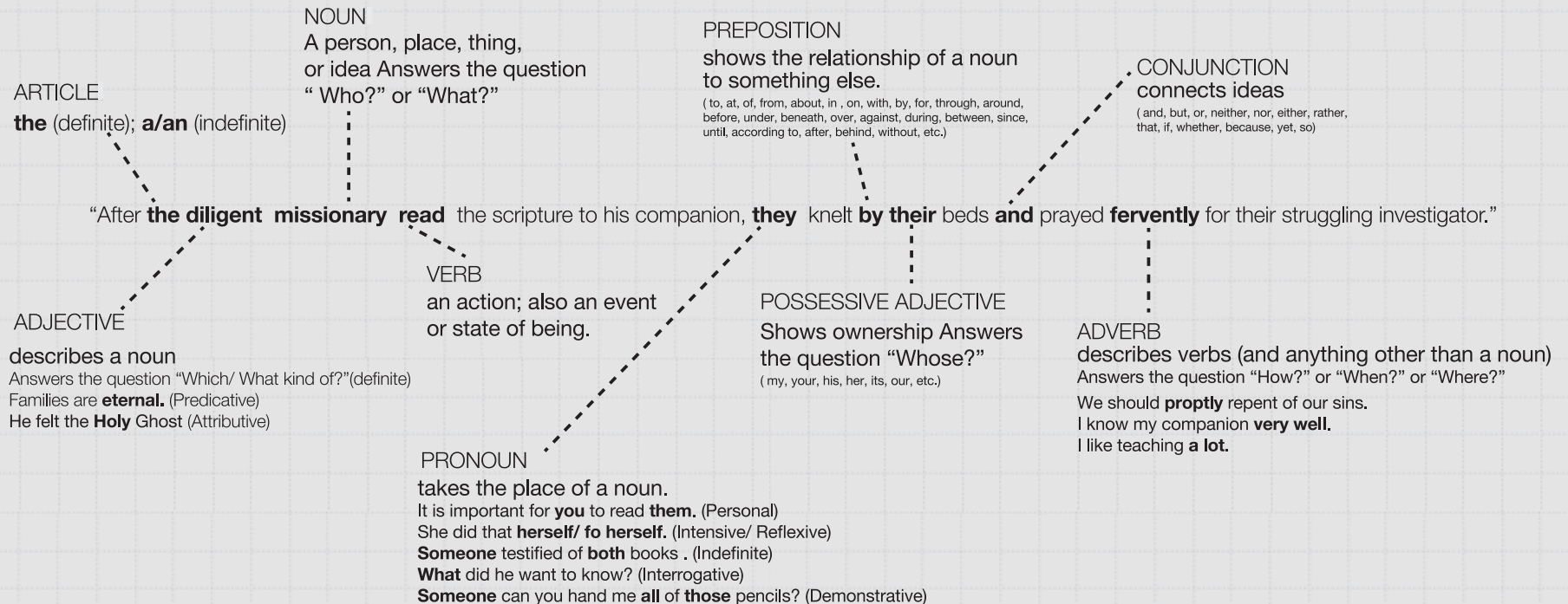
Occasionally, board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

The function best describes how the grammar principle is actually used in communication.
The context is the framework around which the vocabulary of the board display was selected.
Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.
The Productive Skill tells what type of communication the Application Activity will require you to use.



INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are “the diligent missionary” and “they.”

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is “the scripture.”

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is “his companion.”

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition itself. Prepositional phrases in the sentence above include “by their beds” and “for their struggling investigator.”

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I am a missionary. (Nominal)
Jesus is kind. (Adjective)

FREQUENTLY ASKED QUESTIONS

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being

Asking about and expressing possession or ownership

Asking about and describing objects, people, and their characteristics

Asking about and expressing desire, need, preference, ability, intention, or purpose

Asking about and describing actions and events

Asking and answering questions of contrasting attitudes, emotions, and feelings

Asking and answering questions of time, date, and location

Asking and answering questions of quality, quantity, number, and sequence

Asking and answering questions of cause and effect

Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Vocabulary (30 min):

Review the following vocabulary from today's in-class instruction:

Nouns		Pronouns		Places	
jou	<i>day</i>	Mwen	<i>I</i>	Peyi	Country
maten	<i>morning</i>	Li	<i>he</i>	Amerik	<i>Etazini</i>
swa	<i>evening</i>	Li	<i>she</i>	Kanada	<i>Canada</i>
konpayon	<i>companion</i>	Yo	<i>they</i>	Ayiti	<i>Haiti</i>
Sè	<i>Sister</i>	Nou	<i>you (plural)</i>	Eta	State
Frè	<i>Brother</i>	Nou	<i>we</i>	Youta	<i>Utah</i>
Eldè	<i>Elder</i>	Verbs		Aydawo	<i>Idaho</i>
Legliz	<i>church</i>	Rele	<i>to call (a name)</i>	Wachintonn	<i>Washington</i>
Jezi Kri	<i>Jesus Christ</i>	Soti	<i>to go out of (from)</i>	Florid	<i>Florida</i>
Bondye	<i>God</i>	Gen	<i>to have</i>	Kaliforni	<i>California</i>
fanmi	<i>family</i>	Di	<i>to tell (about)</i>	Vil	City
pitit	<i>children</i>	Adjectives		Bòstonn	<i>Boston</i>
		Bon	<i>good</i>	Nou Yòk	<i>New York</i>

Practice:

Introduce yourself in Haitian Creole to three missionaries that are not in your district. Have your companion translate what you say.

Greetings	Conversation	Response	Salutation	
Alo <i>Hello</i>	Sa k pase? <i>What's happening?</i> Koman ou ye? <i>How are you?</i>	M ap boule! <i>I'm burning! (I'm great!)</i> Mwen byen. <i>I'm well.</i>	Orevwa. <i>Goodbye.</i> N ap wè pita. <i>See you later.</i>	
	Verb	Pronoun	Prep.	Object
	Di <i>To tell</i>	nou <i>us</i>	konsènan <i>about</i>	tèt ou. <i>yourself.</i> fanmi ou. <i>family your.</i>

Question	Pronoun	to Call	Noun
Ki jan <i>Which way</i>	mwen <i>me/I</i> ou <i>you</i> li <i>he/she/it</i>	rele(?) <i>to call(?)</i>	Eldè <i>Elder</i> Sè <i>Sister</i> Frè <i>Brother</i>

Answer	This	Noun	Possess.
Wi <i>yes</i> Non <i>no</i>	sa se <i>this is</i>	konpayon <i>companion</i>	pa m (yo) <i>my (plural)</i>

Question	Pronoun	Verb	Places
Ki kote <i>Which place</i>	mwen <i>me/I</i> ou <i>you</i> li <i>he/she/it</i>	soti(?) <i>from(?)</i>	Youta <i>Utah</i> Etazini <i>United States</i>
		prale(?) <i>going(?)</i>	Fòt Ladèdel <i>Fort Lauderdale</i> Florid <i>Florida</i> Nou Yòk <i>New York</i>

Question	Pronoun	to Have	Noun
Èske <i>Do/Does</i> Wi <i>Yes</i> Non <i>No</i>	mwen <i>me/I</i> ou <i>you</i> li <i>he/she/it</i>	gen <i>to have</i>	frè(?) <i>brothers(?)</i> sè(?) <i>sisters(?)</i> yon fanmi(?) <i>a family(?)</i> pitit(?) <i>children(?)</i>

Pronoun	Gen	Numbers	Noun
Mwen <i>me/I</i> Ou <i>you</i> Li <i>he/she/it</i>	gen <i>to have</i>	en 1 de 2 twà 3 kat 4 sank 5 sis 6 sèt 7	frè <i>brother</i> sè <i>sister</i> moun nan fanmi (mwen) <i>people in family (my)</i>

Give a Simple Overview

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Verbs	
renmen	<i>to love</i>
konnen	<i>to know</i>
koute	<i>to listen</i>
ansenye	<i>to teach</i>
vle	<i>to want</i>
bay	<i>to give</i>
voye	<i>to send</i>
chèche	<i>to search</i>
priye	<i>to pray</i>
Pronouns	
kisa	<i>what</i>
kimoun	<i>who</i>
poukisa	<i>why</i>
Adjectives	
enpotan	<i>important</i>
kontan	<i>happy</i>
dènye	<i>last</i>
Prepositions	
konsènan	<i>about</i>

Nouns	
pitit gason	<i>son</i>
pawol	<i>word</i>
pwofèt	<i>prophet</i>
misyonè	<i>missionary</i>
Liv Mòmon	<i>Book of Mormon</i>
Bib	<i>Bible</i>
verite	<i>truth</i>
padon	<i>forgiveness</i>
Plan Sali a	<i>Plan of Happiness</i>
sen	<i>saint</i>
lavi	<i>life</i>
objektif	<i>purpose</i>
reprizantan	<i>representative</i>
Priyè	<i>prayer</i>
Ekriti	<i>Scripture</i>
Pronouns	
Mwen	<i>Me/I</i>
Ou	<i>You</i>
Li	<i>He</i>
Li	<i>She</i>
Nou	<i>Us/We</i>
Nou	<i>Plural you</i>
Yo	<i>Them</i>

Review:

Think of how this task can help you convey your purpose to an investigator, then practice the sentence structure in the task by stating your role as a missionary, asking a few thought provoking questions, and providing a few simple statements of truth.

Grammar Help:

There are two main grammar functions to take note of in this task. When asking a *to be* question, you finish the question with *ye*. In Haitian Creole it is “Who God is?” instead of “Who is God?” like it is in english.

The second deals with tense markers. There are no verb conjugations in Creole. To express any point in time, put the correct tense marker before the verb. For an example See the lower left box. The verb “to give” is now “gave” because the past tense marker *te* is before it. If you look at the tense box in the center, you can see how each tense marker effects the verb “to give”.

Additional Practice:

Practice a short lesson by using the phrases in this task. Pick an objective for your next lesson (for example: We want our investigator to feel that God loves him or her and that he or she can approach Him through prayer and the scriptures), then use the sentences in the task to be able to accomplish your goal.

Give a Simple Overview

Pronoun	To Be	Noun	Noun
Nou We	se are	misyonè missionaries pitit children reprizantan representatives	Senyè a. Lord the. Bondye. God. Jezikri. Jesus Christ.

Question	Subject	Current Verb	Noun
Èske Yes/No question	ou you fanmi ou family your	ap chèche searching	padon? forgiveness? lafwa nan Bondye? faith in God? yon fanmi kontan? a happy family? verite? truth? objektif nan lavi? purpose in life?

For you	Question	Noun	Verb
Pou ou For you	kimoun who kisa what	Bondye God Jezikri Jesus Christ fanmi family verite truth lafwa faith	ye? is?

Tenses With Verb Example "To Give"			
te past tense	ap present continuous (add's "ing" to a verb.)	pral present future (going to)	ap future tense (will)
gave	giving	going to give	will give

Subject	Verb	Noun
Bondye God	renmen loves pran swen takes care	nou. us. ou. you.
Kris Christ	konnen knows koute listens	fanmi ou. family your. tout moun. everyone.

Subject	Past Verbs	Pronoun	Noun
Bondye God	te bay gave te voye sent	nou us ou you tout moun to everyone	Kris. Christ. pwofèt yo. prophet(s). yon fanmi. a family. Liv Mòmòn An. The Book of Mormon. yon plan. a plan.

Subject	Verb	Noun	Prep.	Noun
Jezi Jesus Liv Mòmòn An The Book of Mormon Pwofèt yo Prophet(s) Ekriti yo Scripture the Nou We	anseye to teach	nou us ou you fanmi ou your family tout moun everyone	konsènan about	lafwa. faith. repantans. repentance. Plan bonè a. Plan Happiness the. verite. truth. Pawòl Bondye a. the Word of God.

Offer a Prayer

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
Papa	<i>Father</i>
Sentespri	<i>Holy Ghost</i>
Levanjil la	<i>Gospel the</i>
envestigatè	<i>investigator</i>
non	<i>name</i>
lanmou	<i>love</i>
èd	<i>help</i>
fos	<i>strength</i>
konpreyansyon	<i>understanding</i>
peche	<i>sin</i>
lang	<i>language</i>
priyè	<i>prayer</i>
Adjectives	
rekonesan	<i>thankful</i>
chè	<i>dear</i>

Verbs	
remesye	<i>to thank</i>
mande	<i>to ask (for something)</i>
ède	<i>to help</i>
priye	<i>to pray</i>
chanje	<i>to change</i>
konprann	<i>to understand</i>
aprann	<i>to learn</i>
pou	<i>to be able to</i>
gen	<i>to have</i>
repanti	<i>to repent</i>
baptize	<i>to be baptized</i>
li	<i>to read</i>
etidye	<i>to study</i>
beni	<i>to bless</i>

Conjunction	
pou	<i>so that/in order to/for</i>

Review:

Pray in Haitian Creole today in your companion-ship study as well as two other times during the day.

Grammar Help:

The pronouns mwen, li, and ou can all be shortened in creole.

mwen = m	ou = w	li = l
----------	--------	--------

When a pronoun is shortened after a verb, they are often said together. For example, “help me” is “ède m”. However, don’t shorten after a hard sounding syllabul. If it sounds odd, it’s probably not right. See page 91 for more explanation.

Additional Practice:

Each day, try to expand and enrich your prayers by adding new vocabulary found in your Vocabulary and Phrases Haitian Creole Book. Think of your family, friends, and investigators, and create new sentences to add to your prayers. Your prayers will become more meaningful and sincere to you, your investigators, and to God.

Adjective	Name	Poss.	Phrase
Chè <i>Dear</i>	Papa, <i>Father,</i> Bondye, <i>God,</i>	nou <i>our</i>	ki nan syèl la. <i>who's in heaven the.</i>

Subject	Verb	Pronoun	For	Noun
Mwen <i>I</i> Nou <i>we</i>	remesye <i>thank</i>	ou <i>you</i>	pou <i>for</i>	fanmi mwen. <i>family my.</i> Levanjil la. <i>Gospel the.</i> Sentespri a. <i>Holy Ghost the.</i> èd pa ou. <i>help your.</i>
	di mèsi <i>say thanks</i>			

Pronoun	Ask	Pronoun	For	To Help	Noun	Verb
Mwen <i>I</i>	mande <i>ask</i>	ou <i>you</i>	pou <i>for</i>	ède <i>to help</i>	mwen <i>me</i> nou <i>to us</i>	konprann. <i>to understand.</i>
Nou <i>We</i>					envestigatè nou <i>investigator our</i>	chanje. <i>to change.</i>

Please	Bless	Pronoun	With	Noun
Tanpri <i>Please</i>	beni <i>bless</i>	nou <i>us</i> mwen <i>me</i> li <i>him/her</i> yo <i>them</i>	avèk/ak <i>with</i>	fòs, <i>strength,</i> don de lang, <i>gift of tongues,</i> dezi <i>desire</i> Sentespri a, <i>Holy Ghost,</i>

Connecting Ideas

pou
so that

Pronoun	Can	Verb
(m)wen <i>I</i> (l)i <i>he/she</i> nou <i>we</i> yo <i>they</i>	ka/kapab <i>can</i>	batize. <i>be baptized.</i> li. <i>read.</i> gen lafwa. <i>have faith.</i> repanti. <i>repent.</i> aprann lang lan. <i>learn language the.</i>

Nan non Jezi Kri, amen.
In the name of Jesus Christ, amen.

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
Sovè	<i>Savior</i>
gerizon	<i>healing</i>
chagren	<i>grief</i>
doulè	<i>pain</i>
lanmò	<i>death</i>
chay	<i>burden</i>
soufrans	<i>suffering(s)</i>
santiman	<i>emotional feelings</i>
pinisyon	<i>punishment</i>
mizerikòd	<i>mercy</i>
Ekspasyon an	<i>The Atonement</i>
Redanmsyon	<i>Redemption</i>
lapenn	<i>sorrow (regret)</i>
eprèv	<i>trial</i>
Connectors	
se rezon	<i>it's why</i>
se poutèt sa	<i>wherefore</i>
akòz de sa	<i>because of this</i>

Verbs	
santi (pronoun)	<i>to feel</i>
kwè	<i>to believe</i>
fè eksperyans	<i>to experience</i>
konkeri	<i>to conquer</i>
symonte	<i>to overcome</i>
pèsevere	<i>to endure</i>
resevwa	<i>to receive</i>
itilize	<i>to use</i>
depann	<i>to depend</i>
Adjectives	
tout konesans	<i>all knowledge</i>
mizerikòd	<i>merciful</i>
pasyans	<i>patient</i>
vivan	<i>living</i>
pafè	<i>perfect</i>
gerizon	<i>healing</i>
padon	<i>forgiveness</i>
lapè	<i>peace</i>
Prepositions	
atravè	<i>through</i>

Review:

Practice a testimony you can share in your next visit with an investigator. Try testifying about the role of the Savior and how the atonement has helped you in your life.

Grammar Help:

The verb *to feel* is reflexive. Meaning the action is done towards the subject. This is why the phrase, “Jesus Christ felt...” is “Jezi Kri te santi li...”. Notice that the pronoun *li* follows santi, showing Jesus Christ acting towards himself. Remember, without a pronoun after santi, it means to smell!

Additional Practice:

Before your next lesson, practice bearing testimony to your companion using phrases from this board display. Practice using the different forms and grammar principles. To challenge yourself, think of other statements of which you would like to testify, look up the vocabulary, then practice your own personalized testimony.

Subject	to Know	That	Noun	to Have	Adjective
Mwen I			Papa ki nan syel la Heavenly Father		mizerikòd. mercy.
Nou We	konnen know	ke that (conjunction)	Jezikri Jesus Christ	gen to have	charite. charity.
Ou You					tout konesans. all knowledge.

Through	Subject	Noun	Tran.	Verb	Noun
	Sentespri a, Holy Ghost the,			santi (pronoun) to feel	lapè. peace.
Atravè Through	plan bonè Bondye, God's Plan of Happiness,	ou you	ka/kapab can	gen to have	
	ekriti (yo), scripture(s) the,			resevwa to receive	padon. forgiveness.

Because	Subject	Pronoun	future	Verb	Noun
	Jezikri, Jesus Christ,				eprèv. trials.
Paske Because	Ekspyasyon Kris la, Atonement Christ the,	nou we	ap will	symonte to overcome	lapenn. sorrow.
	repantans, repentance,			pèsevere to endure	soufrans. suffering.

Noun	Past Tense	Verb	Noun	Adjec.	Article	Transition	Pronoun	Can	Verb	Noun
Jezikri Jesus Christ		santi li feel him	doulè pain(s)	lanmò death			nou we		depann sou depend on	ansèyman Li. His teachings.
	te past tense marker		chay burden(s)	grief chagren	yo, the (plural)	akoz de sa because of this,	ou you	ka/kap/ kapab can	kwè to believe in	Mizekrikòd Li. His mercy.
Sovè a Savior the		symonte overcome	santiman feeling(s)	peche sins			tout moun everybody		itilize to use	Ekspyasyon Li a. Atonement His.

Extend an Invitation

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Indicators Of Time	
kounyeya	<i>now</i>
jodi a	<i>today</i>
iyè	<i>yesterday</i>
demen	<i>tomorrow</i>
semenn	<i>week</i>

Days Of The Week	
Lendi	<i>Monday</i>
Madi	<i>Tuesday</i>
Mèkredi	<i>Wednesday</i>
Jedi	<i>Thursday</i>
Vandredi	<i>Friday</i>
Samdi	<i>Saturday</i>
Dimanch	<i>Sunday</i>

Prepositions	
konsènan	<i>about</i>

Verbs	
montre	<i>to show</i>
netwaye	<i>to cleansed</i>
chanje	<i>to change</i>
batize	<i>to be baptized</i>
jwenn	<i>to find</i>
santi (pronoun)	<i>to feel</i>
vin	<i>to become</i>

Nouns	
batèm	<i>baptism</i>
repons	<i>answer</i>

Cause And Effect	
Si...ap	<i>If...will</i>
Lè...ap	<i>When...will</i>

Review:

Identify each of the invitations you will be extending to your progressing investigator over the next three days. Write an invitation sentence and a promised blessing sentence for each invitation you plan to extend.

Grammar Help:

An important thing to pay attention to in Haitian Creole is how negation and tense markers shorten and combine together. Whenever you have “pa (negative)” and “te (past tense)” together in the same sentence, they combine to make “pa t”. They are pronounced as one, sounding like the English word “pot”. Same as “pa” and “ap”. They combine to make “p ap”. Said together, they sound like “pop”.

Additional Practice:

Following up with investigators is essential for their growth and progress. When time allows, practice with your companion asking your investigator about his or her progress keeping invitations, then promise blessings and check for understanding.

Will You	Invitation	When?
Èske w ap Will you	li nan Liv Mòmon an? <i>read the Book of Mormon?</i> priye konsenan batem? <i>pray about baptism</i> vini legliz? <i>come to church?</i>	kounyeya? <i>right now?</i> jòdi a? <i>today?</i> Dimanch? <i>Sunday?</i>

prepare pou batize nan twa semenn?	If	Subject	Invitation	Future Tense	Verb	Noun
<i>prepare to baptized in three weeks?</i>	Si <i>If</i>	ou <i>you</i>	li nan Liv Mòmon an, <i>read Book of Mormon the,</i> priye, <i>pray,</i> vini legliz, <i>come to church,</i> batize, <i>baptized,</i> repanti <i>repent</i>	w ap <i>you will</i>	resevwa <i>receive</i> jwenn <i>find</i> konnen <i>know</i> santi (ou) <i>feel (you)</i> gen <i>have</i>	repons. <i>answers.</i> lafwa. <i>faith.</i> padon. <i>forgiveness.</i> verite. <i>truth.</i> lanmou. <i>love.</i>

Did	You	Past Invitation		When?
Èske Did	Ou You	(pa t) te li Liv Mòmon an <i>(not) read the Book of Mormon</i> (pa t) te ale legliz <i>(not) go to church</i>		iyè? <i>yesterday?</i> Dimanch? <i>Sunday?</i>
		Past Verb	Prep.	Noun?
		(pa t) te li <i>(not) read</i> (pa t) te priye <i>(not) pray</i>	konsènan <i>about</i>	repantans? <i>repentance?</i> batèm? <i>baptism?</i>

Question	Pronoun	Verb
Ki sa <i>Which that</i>	ou <i>you</i>	te jwenn? <i>find?</i> te santi ou? <i>feel you?</i> te konprann? <i>understand?</i>

When	Noun	Verb	Noun	Will	Verb	Noun
Lè <i>When</i>	ou <i>you</i>	montre lafwa, <i>express faith,</i> repanti, <i>repent,</i> batize, <i>baptized,</i>	Kris <i>Christ</i> Sentespri a <i>Holy Ghost the</i> Bondye <i>God</i>	ap <i>will</i>	netwaye <i>cleanse</i> chanje <i>change</i> padone <i>forgive</i>	ou. <i>you.</i>

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
vèsè	<i>verse</i>
pasaj	<i>passage</i>
chapit	<i>chapter</i>
panse	<i>thought</i>
kè	<i>heart</i>
entansyon	<i>intention</i>
temwayaj	<i>testimony</i>
verite	<i>truth</i>
kesyon	<i>question</i>
dout	<i>doubt</i>
egzanp	<i>example</i>
gidans	<i>guidance</i>

Prepositions	
jistan/jiska	<i>until</i>

Expression	
Annou	<i>let's</i>
Verbs	
panse	<i>to think</i>
aplike	<i>to apply</i>
itilize	<i>to use</i>
dezire	<i>to desire</i>
vin	<i>to become</i>
Adjectives	
sensè	<i>sincere</i>
reyel	<i>real</i>
fidel	<i>faithful</i>
enb	<i>humble</i>
vanyan	<i>brave</i>
obeyisan	<i>obedient</i>
kontan	<i>happy</i>

Review:

Identify the scripture passages that you will be sharing in your next visit. Practice introducing the passage by giving a brief background, giving the citation, and finally create questions that help the investigator apply the verse to their lives.

Grammar Help:

You will notice in this task that question words start with “Ki”. Ki means which or what. To start a question you say “Ki..” followed by whatever you are questioning. For example see the lower left box. *Ki* starts and then if you’re asking about doubts or thoughts someone has, you follow with those words. In order to understand the grammar in this board display, it will help to know ordinal and cardinal numbers, which are found in the appendix of this book.

Additional Practice:

Find your favorite scripture, possibly your mission scripture or one that helped change your life, then share it with three other missionaries.

Let's	Verb	Noun	Prep.	Noun
Annou <i>Let's</i>	li <i>read</i>	vèsè <i>verse</i> pasaj <i>passage</i>	konsènan <i>about</i>	lafwa. <i>faith.</i> Sentespri a. <i>Holy Ghost the.</i> verite. <i>truth.</i>

Question	Pronoun	Verb	Noun
Koman <i>How</i>	w <i>you</i> nou <i>we</i>	resevwa <i>to receive</i> jwenn <i>to find</i> chèche <i>to search</i>	repons? <i>answers?</i> lafwa? <i>faith?</i> gidans? <i>guidance?</i>

Command	Please	Chapter	Prep.	Noun
Tanpri <i>Please</i>	Li <i>read</i>	chapit dis <i>chapter ten</i> Verse vèsè twa <i>verse three</i>	nan <i>in</i> Prep. jistan <i>until</i>	liv Mowoni a. <i>book Moroni the.</i> Verse vèsè sank. <i>verse five.</i>

What	Statement	To Mean
Ki sa <i>Which that</i>	kè sensè <i>sincere heart</i> entansyon reyel <i>intention real</i> lafwa nan Kris <i>faith in Christ</i>	vle di? <i>to mean?</i>

Question Phrase
Kisa w panse, <i>What do you think,</i> Nan pwòp pawòl ou, <i>In your own words,</i>

In Order To
Pou <i>In order to</i>

How	Pronoun	Can	Verb	Adjective
Koman <i>How</i>	w <i>you</i> nou <i>we</i>	kapab <i>can</i>	vin <i>be-come</i>	fidèl? <i>faithful?</i> kontan? <i>happy?</i> vanyan? <i>brave?</i> enb? <i>humble?</i> obeyisan? <i>obedient?</i>

How	Pronoun	Can	Verb	Noun
Ki jan <i>Which way</i>	w <i>you</i> nou <i>you plural</i>	ka <i>can</i>	aplike <i>to apply</i> itilize <i>to use</i>	lafwa nan Kris.(?) <i>faith in Christ.(?)</i> anseyeman pwofèt yo.(?) <i>teaching of prophets the.(?)</i> priye.(?) <i>prayer.(?)</i> vèsè sa yo.(?) <i>verses these.(?)</i> egzanp sa a.(?) <i>example this.(?)</i>

Which	Noun	You Have
Ki <i>Which</i>	kasyon <i>questions</i> dout <i>doubts</i> panse <i>thoughts</i>	ou genyen? <i>you have?</i>

What Other	Past Verb	Pronoun	Want	Verb
Ki lòt <i>What other</i>	bagay <i>things</i>	w <i>you</i> nou <i>you plural</i>	vle <i>want</i>	poze? <i>to ask?</i> diskite? <i>to discuss?</i> konnen? <i>to know?</i>

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Verbs	
wè	<i>to see</i>
chèche	<i>to seek</i>
deside	<i>to decide</i>
komanse	<i>to begin</i>
asiste	<i>to attend</i>
gide	<i>to guide</i>
tande	<i>to hear</i>
obeyi	<i>to obey</i>
kè	<i>to care</i>
reponn	<i>to answer</i>
montre	<i>to show</i>
Adjectives	
vre	<i>true</i>
separe	<i>separate</i>
fizik	<i>physical</i>

Nouns	
kò	<i>body</i>
pwomès (yo)	<i>promise(s)</i>
Transitions	
donk	<i>so</i>
apre sa	<i>after that</i>
epi	<i>and now</i>

Review:

Think of your own conversion story. How did you come to know that the church was true? Practice sharing with an investigator your conversion story and assure him or her that they too can build a personal testimony.

Grammar Help:

“Ke” and “Ki” are connector words. They enable you to combine two or more phrases. In the bottom box we see “Ke” and “Ki” used. Ke is used when the word that will follow is a noun. Ki is used when a verb will follow after it. Knowing how and when to use these will enable you to form complex sentences.

Additional Practice:

Try to tell the story of Joseph Smith and the First Vision to your companion and then to an investigator. Recount what Joseph was seeking and how he found his answer. Also include what happened as a result of him finding that answer. Using what you remember from the Bear Testimony task, bear your personal testimony of the First Vision.

Noun	Past Verb	Verb	Phrase	So	Noun	Past Verb	To	Verb+Noun
Jozèf Smit <i>Joseph Smith</i>	te vle <i>wanted</i>	konnen <i>to know</i>	vre legliz la, <i>true church the,</i>	se poutèt sa <i>therefore</i>	Li <i>He</i>	te deside <i>decided</i>	ou <i>to</i>	vizite anpil legliz. <i>visit a lot of church.</i>
Li <i>He</i>	te dezire <i>desired</i>	konprann <i>to understand</i>	yon Bondye lanmou, <i>a loving God,</i>					obeyi pawol Bondye a. <i>to obey the word of God.</i>
M <i>I</i>	te chèche <i>sought</i>	jwenn <i>to find out</i>		donk <i>so</i>	m <i>I</i>	te komanse <i>began</i>		priye Bondye. <i>to pray to God.</i>
		si <i>if</i>	Bon-dye <i>God</i>					etidye Bib la. <i>to study the Bible.</i>
			Jezi <i>Jesus</i>					chèche verite a. <i>to search truth.</i>
			egziste, <i>exists,</i>					montre lafwa nan Jezikri. <i>to show faith in Christ.</i>
			kenbe pwomès Li yo, <i>keeps promises His,</i>					

Noun	Past Verb	Noun	Transition	Pronoun	Past Verb	God	Phrase
Jozèf Smit <i>Joseph Smith</i>	te wè <i>saw</i>	Bondye ak Jezikri. <i>God and Jesus Christ.</i>	Se poutet sa <i>It's because of this</i>	li <i>he</i>	te konprann ke <i>understood that</i>	Bondye <i>God</i>	ak Jezikri se de moun ki separe. <i>and Jesus are two people separate.</i>
Li <i>He</i>							gen yon kò fizik. <i>has a physical body.</i>
							reponn priyè. <i>answers prayers.</i>
							kè konsènan pitit li yo. <i>cares about His children.</i>

Transition	Noun	Past Verb	That	Noun	Who	Verb	Noun
Aprè sa, <i>After that,</i>	Jozèf <i>Joseph</i>	te konnen, <i>knew,</i>	ke <i>that</i>	se Bondye <i>it's God</i>	ki <i>who</i>	tande <i>hears</i>	pitit li yo. <i>His children.</i>
	Li <i>He</i>					gide <i>guides (lead)</i>	mwen. <i>me.</i>
Epi <i>And now,</i>	m <i>I</i>	te konprann, <i>understood,</i>		se Jezikri <i>it's Jesus Christ</i>		beni <i>blesses</i>	nou. <i>us.</i>
						geri <i>heals</i>	tout moun. <i>everyone.</i>

1. Conceptual Practice: Understanding basic grammar concepts

Define each of following grammar principles:

-If you need help, refer back to page 15.

1. Noun:
3. Pronoun:
5. Subject:
7. Adjective:
9. Article:
11. Prepositions:

2. Verb:
4. Past Tense:
6. Present Tense:
8. Future Tense
10. Objects:

Now that you're a grammar pro, find the principles and their number above and mark them in the sentences below.

Example

I^{3, 5} taught^{2, 4} him^{3, 6} about¹¹ the⁹ restoration¹.

She^{3, 5} loves^{2, 6} learning about¹¹ the³ restored⁴ gospel¹.

Practice

- He is happy when we obey.
- We taught them about Jesus Christ.
- She will know more after she prays.
- Christlike attributes will bring power to our teaching.
- Our investigators grew closer to God through prayer.
- The Plan of Salvation explains our purpose on earth.
- The bishop will meet our new investigator after church.
- They come to church only if they have a ride.
- My companion helped me better understand my purpose.
- We focused on investigator's needs by teaching them and not a lesson.
- Commitments help investigators build faith and repent.

- The ward will work with you.
- She asks questions that are difficult to answer in creole.
- We will go to the field in six weeks.
- Joseph Smith saw God and Jesus Christ.
- The Doctrine of Christ is your purpose as a missionary.
- I lived in Haiti until I was seven years old.
- We will learn the language from our teachers, and by speaking it.
- We lived with our loving Heavenly Father before our earth life.
- The chapel is across the street from the bus stop.
- We have church every Sunday.
- The meeting will inform us about less active members.

Review

Test your companion by asking them to explain these grammar principles.

Give an example of each principle after you explain it.

Sentence Structure and Common Verbs

Èske ? Question	Nou Subject	(pa) Negation	(te) Tense Marker	renmen Verb	legliz Direct/Indirect Object	la Article
Èske yes/no question	mwen (m) I	nou we	(pa) (do/does+not)	te (pa t)-negative Past Tense	renmen like(s)/love(s) to	espò sports
Poukisa Why	ou (w) you (singular)	nou you (plural)	ta would	ap will do (known future)	fè to do	lesiv laundry
Kisa What	li (l) he/she/it	yo they/them		currently doing	diskite to discuss	egzèsis exercise
				priye to pray	mizik music	
				li to read	ansanm together	
				pataje to share	ekriti yo the scriptures (no article afterwards)	
				chante to sing	kantik song	
				rakonte to tell (a story)	eksperyans experience	
				jwe to play	kòm yon fanmi as a family	
				di to say	Liv Mòmon an the Book of Mormon (no article afterwards)	
				pale to speak	prensip levanjil yo The principles of the gospel (no article afterwards)	

Èske nou renmen priye kòm yon fami?

Do you like to pray as a family?

Wi, nou renmen priye ansanm.

Yes, we like to pray together.

Wi, men nou pa renmen fè lesiv.

Yes, but we don't like to do laundry.

Èske yo renmen li ekriti yo?

Do they like to read the scriptures?

Wi, yo renmen li ekriti yo.

Yes, they like to read the scriptures.

Non, yo pa renmen li ekriti yo.

No, they don't like to read the scriptures.

Scenario

Garry is a member of the ward you are serving in, and he has invited you over for dinner so that you can meet one of his best friends who is not a member. He tells you that his friend's name is Maloi and that he is a 7th day Adventist, but not very active. Because there will not be much time after dinner to have a discussion, you decide to find out about his family, and discuss appropriately with Maloi over dinner how the Gospel blesses families. You also decide to invite him to learn more about your message.

- 1. Prepare:** Take a couple of minutes to collect your thoughts after reading the scenario, and then pair up in twos, not necessarily with your regular companion.
- 2. Practice:** Working in pairs, with one taking the role of Maloi and the other the missionary, get to know Maloi and discuss how the gospel blesses families using the grammar and vocabulary just learned plus any other vocabulary you may already know. Following the practice, switch roles and rotate partners and do the activity a second time.
- 3. Re-practice:** You and your companion decide to write a “thank you” note to Garry for making you dinner. Write a note to Garry. Make sure that you tell him what you liked about the dinner and your conversation with Maloi. Trade notes with your companion and correct each other's language.

Additional Scenario(s)

You are at a baptismal service for one of your investigators. Following the service, you have an opportunity to speak with your investigator's brother and his wife, who have been touched by the Spirit with what they have seen, and have questions about families. Taking appropriate roles with another missionary, discuss, testify, and invite.

Èske ?	Nou We		se are	pitit Bondye children of God
Wi Yes,	mwen	nou (n)	se is/are	frè eman nou our loving brother
Non No,	ou (w)	nou (n)		Sovè mond la The Savior of the world
Kimoun Who	Bondye God		pa not	Redanmtè tout moun Redeemer of everyone
Kisa What	Jezikri Jesus Christ	ye? am/are/is		jis righteous
	Pè Selès Heavenly Father			mechan wicked
	Divinite a the Godhead			yon Bondye lapè a God of peace
	Satan Satan			pitit gason Bondye son of God
	pwofèt la the prophet			pafe perfect
				Papa nou ki nan syèl la Our father in heaven
				pòt pawòl Bondye sou tè a mouthpiece of God on the earth
				misyonè missionary(ies)
				reprizantan Bondye representative of God

Èske Bondye se Papa nou ki nan syèl la?
Is God our Father in Heaven?

Wi, Bondye se Papa nou ki nan syèl la.
Yes, God is our Father in Heaven.

Non, Bondye pa Papa nou ki nan syèl la.
No, God is not our Father in Heaven.

Èske Bondye jis?
Is God righteous?

Wi, Bondye jis.
Yes, God is righteous.

Non, Bondye pa jis.
No, God is not righteous.

Kimoun Jezikri ye?
Who is Jesus Christ?

Jezikri se pitit gason Bondye.
Jesus Christ is the son of God.

Scenario

You and your companion are walking towards the bus stop to go meet with an investigator at the chapel. On your way you notice an old man around 68 years old sitting on the sidewalk up ahead. As you walk you realize that he's been watching you and when you are close enough he signals for you to come over. He asks, "I've seen you young men several times around here. I have heard that you teach people about God. Who is He?"

1. Practice: In pairs, one missionary will take the role of the old man and the other will take the role of the missionary. Practice discussing who God and Jesus Christ are.

2. Re-practice: Now the old man asks "Who are *you* to teach these things?" Practice explaining:

- Who you are ...
- Who a prophet is ...

Additional Scenario(s)

- You are meeting with Nikola and his family, and early on in your conversation his mother says: "I'm confused about all the different things I hear about God. Tell me what you believe about Him."
- You are riding on a city bus in your mission and you are sitting next to three men who are talking about how confusing and difficult life is. You feel impressed to share with them the truth about who they really are and who their Heavenly Father is.
- You and your companion are meeting with Jòj, and before the lesson Jòj starts telling you about one of his best friends, Charleson, who is going through a tough time right now. Jòj has tried to invite him to listen to your message, but he says he is not ready for a visit, so maybe a short note from you will be very helpful to him. You and your companion decide to write Jòj's friend Charleson a little note on who he really is and who Heavenly Father is.

1. Conceptual Practice: Deciding When to Use Se In Haitian Creole

The word “se” expresses “to be” in Haitian Creole. In other words, “se” means “is/am/are.” However, “se” should be left out of sentences in these three situations:

- 1) When the verb “se” is followed by an *adjective* such as good, patient, loving, etc.
- 2) When the verb “se” is followed by a *preposition* such as on, next to, before, etc.
- 3) When *negating* a sentence where “se” is the main verb (e.g., “he is not an apostle.”).

In the English sentences below, decide whether the underlined word(s) should use “se” or be omitted. If “se” should be omitted, practice saying the sentence out loud in English without the “is/am/are/” (e.g., he not an apostle.).

-
- We are children of God.
 - We are on earth to learn and progress.
 - God is our Heavenly Father.
 - He is kind nad loving.
 - He is happy when we obey.
 - I am a prophet.
 - He is not from Haiti.
 - He is awesome.
 - I am nervous for our next appointment this afternoon.
 - I feel I am really tall here in the mission field.
 - Today is preparation day.
 - Our investigators are not too far from the chapel.
 - They are extremely happy at church.
 - My companion is a hard working missionary.
 - He is sick and with a fever.

- I am ready to start teaching in the mission field.
- He is sick, so he is in his room.
- The apostles are servants of Christ.
- My companion is not frustrated with the language.
- The members are on the bus going to conference.
- The food is next to the stove.
- I am never bored when we knock doors.
- The water in the baptismal font is cold.
- Is the door open?
- The bishop isn't home.
- My parents are not Americans.
- The spirit is present during the sacrament meeting.
- Christ is the Son of God.
- Many people are confused and need the gospel.
- The meeting is 30 minutes.

Adjectives

	Èske ?	ou Do you	gen have	yon a	temwayaj testimony	fò strong
Wi Yes,	mwen (m)	nou (n)	gen/genyen	yon	kaye - notebook	blan - white
Non No,	ou (w)	nou(n)	kennen	anpil	temwayaj - testimony	nwa - black
Konbyen How many?	li (l)	yo	know	many, lots	misyonè - missionary	ble - blue
					plim - pen	fò - strong
					ekriti yo - scriptures	dilijan - diligent
					konpayon - companion	obeyisan - obedient
					zanmi - friend	solid - solid
					moun - person	empòtan - important
						parese - lazy
						janti - nice

Èske ou gen yon zanmi obeyisan?

Do you have an obedient friend?

Wi, mwen gen yon zanmi obeyisan.

Yes, I have an obedient friend.

Non, mwen pa gen yon zanmi obeyisan.

No, I don't have an obedient friend.

Konbyen kaye ble ou genyen ?

How many blue notebooks do you have?

Mwen gen sis kaye ble.

I have six blue notebooks.

Mwen pa gen anpil kaye ble.

I don't have a lot of blue notebooks

Note: some adjectives do come before the noun. See opposite page for a list of the most common ones.

Scenario

While walking to your next appointment you see a man in a wheelchair waiting for a bus reading a newspaper. You invite him to listen to your message. He raises his hand and says, “My young friends, don’t waste your time with me. I’ve stopped believing in God. There is too much suffering, war, abuse ... too much injustice for me to believe in a loving God. Though I wish it were otherwise, either He doesn’t exist or He is indifferent to our struggles.”

1. Practice: Using the possessive pronouns as much as possible, share with that man as many truths as you can think of about the reality of his Heavenly Father and all the wonderful things he has given to us (and to him): our families, choice, hope of eternal life, our bodies, loved ones , etc.

2. Re-practice: Working in pairs and using possessive adjectives and vocabulary just learned, inquire of each other what you own or don’t own, as far as possessions or items in the classroom, in your residence, or at home. Try to really make this a useful practice so that you will never have to refer to these items again in your native language.

Additional Scenario(s)

Emanyèl is a member of another faith whom you and your companion met while doing a door approach. Emanyèl let you in and said: “From what I know guys, all churches are the same. But, I have heard a lot about the Mormons and that makes me a little curious. So tell me, what does your church have that makes it so different from other churches?”

Practice: Take some time to think of Emanyèl’s concern and make a list of things (Priesthood keys, a prophet, etc.) that the restored church of Jesus Christ has that make it different from other churches. Pair up with another missionary, with one of you taking the role of Emanyèl and the other one as missionary, and share with Emanyèl those truths.

Rotate so that everyone has the chance to play both roles. Make sure that you commit Emanyèl to do something at the end of your meeting with him.

Common Adjectives that Come Before the Noun:

tout	all	chak	each
nenpòt	any	jèn	young
lòt	other	vye	old
kèk	some	gran	great
anpil	many	bèl	pretty
menm	same	ti	small
plizyè	several	gwo	huge
Premyè	first	move	bad
dènye	last	bon	good
dèzyem	second		

Additional Practice: Not Using “se” with Adjectives

	Èske Bondye			kontan	lè	nou		obeyi kòmandman yo	
	?			God	is happy	when	we		obey the commandments
Wi Yes, Non No, Paske Because	Mwen	Nou	pa	kontan	lè	mwen	nou	pa	obeyi kòmandman yo
	I	We	is/am/are not	happy	when	I	we	don't	
	Ou	Nou	do/does not	dekouraje		ou	nou		fè sa ki byen
	You	You (pl)		discouraged		you	you (pl)		do what is right
	Li	Yo		tris		li	yo		obeyi Bondye
	He/She/It	They		sad		he/she	they		obey God
	Bondye			fache					priye
	God			upset					
	Jezikri				poukisa				etidye ekriti yo
	Jesus Christ				why				study the scriptures
fanmi yo								ale legliz	
families									
Satan								viv levanjil a	
Satan								live the gospel	
Lespri a								fè volonte Li	
The Spirit								do His will	
								peye dim	
								kenbe Pawòl sajès la	
								keep the Word of Wisdom	

Èske Bondye kontan lè nou obeyi kòmandman yo?

Is God happy when obey the commandments?

Wi, Bondye kontan lè nou obeyi kòmandman yo

Yes, God is happy when obey the commandments.

Bondye pa kontan lè nou pa obeyi kòmandman yo.

God is not happy when we don't obey the commandments

Poukisa mwen ale legliz?

Why do I go to church?

Paske Bondye kontan lè mwen ale legliz.

Because God is happy when I go to church.

Scenario

Pierre-Louis is the best friend of a less active member who refers him to you so you can stop by and share the Message of the Restoration. You and your companion contacted Pierre-Louis and he was excited for you to come by. Now, you are at Pierre-Louis' apartment and start getting to know him a little bit before engaging in the lesson. Pierre-Louis says, "I am glad that you guys came, but one thing you need to know about me is that I am very interested in God and Jesus but not in organized religion. Religion is manmade and is based upon too many rules which I think take my freedom away. I don't think that's what God wants me to do."

1. Prepare: Take a couple of minutes to work individually to add to the list of vocabulary used in this lesson. In preparation for the practice, add things that Heavenly Father wants His children to do in order to receive happiness in this life and in the life to come. It might be useful to refer to a few attributes found in chapter six of PMG that would be in accordance with this lesson.

2. Practice: Working in pairs and using the sentence structure shown in the board display and vocabulary just learned, practice teaching each other. One missionary will take the role of Pierre-Louis and the other will be the missionary. Help Pierre-Louis understand the role of God's church in his life and reasons why God gives commandments to His children including how he can be blessed by obeying them. Bare testimony of how you have seen blessings of the gospel in your life. Rotate roles and partners so that everyone gets the chance to play both roles.

Additional Scenario(s)

You and your companion are meeting with a little family for the first time and they are very excited to hear what you have to say. In the middle of the discussion the mother says, "Sometimes I wonder if I will be saved because there are so many rules to follow."

Question Words

Kijan <i>How</i>	ou <i>you</i>	ye? <i>am/is/are?</i>	Mwen <i>I</i>	byen <i>am well</i>
Koman <i>How</i>	mwen <i>I</i>	nou <i>we</i>	mwen <i>I</i>	ap boule <i>am/are/is doing great</i>
Kisa <i>What</i>	ou <i>you (sing.)</i>	nou <i>you (plural)</i>	ou <i>you (sing.)</i>	renmen <i>like</i>
Kikote <i>Where</i>	li <i>he/she/it</i>	yo <i>they</i>	li <i>he/she/it</i>	soti <i>am/are/is from</i>
Kilè <i>When</i>	kompayon ou <i>your companion</i>	asiste legliz? <i>attend church?</i>	Kompayon mwen <i>My companion</i>	asiste Legliz <i>attend church</i>
Poukisa <i>Why</i>	fanmi ou <i>your family</i>	kwe nan Bondye? <i>believe in God?</i>	Fanmi mwen <i>My family</i>	kwe <i>believe</i>
Konbyen <i>How many</i>	pwofèt la <i>the prophet</i>	vle? <i>want?</i>	Pwofèt la <i>The prophet</i>	vle <i>want</i>
Èske <i>?</i>				

Q. Kikote ou soti?

Where are you from?

A. Mwen soti Ayiti.

I am from Haiti.

A. Mwen soti Kanada.

I am from Canada.

Q. Poukisa nou assiste legliz?

Why do you attend church?

A. Nou assiste legliz paske nou renmen Bondye.

We go to church because we love God.

A. Nou assiste legliz paske nou kwe nan Jezikri.

We go to church because we believe in God.

**ye only comes at the end of a sentence*

Scenario

Practice: James, a youth counselor in a local church, approaches you and your companion one day and asks to meet with you. Using the question format from the board display, get to know him and find out his expectations for your lesson. Take care not to directly translate your questions from English, but to instead use the Creole format. Make sure that each of you has the chance to role play as James and as the missionary.

Additional Scenario(s)

You have been assigned to train a brand new missionary. You go to the mission home to meet him, and find out that he is Haitian. He speaks very little English. In your companionship, one of you will take the role of the new missionary, Elder Benoit, and the other will take the role of trainer. Practice getting to know each other so that you can work effectively together.

Adverbs of Time

	Èske ?	Mwen I		disponib available	demen maten tomorrow morning	a at	nevè nine o'clock
Wi Yes,		Mwen I		disponib available	demen maten tomorrow morning	a at	inè one o'clock
Non No,		Ou you			demen aprè midi tomorrow afternoon		dezè two
Kilè When?		Li he/she	Nou we	pa am/is/are not	demen swa tomorrow night		twazè three
Kikote Where?			Nou you		pita later		katrè four
A kilè At what time?			Yo they		jodi a today		senkè five
		fanmi ou your family			apre midi a this afternoon		size six
		paran ou yo your parents			asweya tonight		setè seven
		rès moun nan kay la the rest of the people in the house			semèn pwochèn next week		witè eight
		vwazen ou your neighbor			semèn sa a this week		nevè nine
					mwa pwochèn next month		dizè ten
							onzè eleven
							midi midday
							minwi midnight

Èske ou disponib demen maten?

Are you available tomorrow morning?

Wi, mwen disponib demen maten.

Yes, I am available tomorrow morning

Non, mwen pa disponib demen maten.

No, I am not available tomorrow morning.

Akilè ou disponib demen aprè midi?

At what time are you available tomorrow afternoon?

Demen aprè midi mwen disponib a senkè.

Tomorrow afternoon, I am available at 5 o'clock.

Non, mwen pa disponib demen aprè midi.

No, I am not available tomorrow afternoon.

Scenario

You and your companion are walking to your next appointment, and you stop to talk to an old man waiting for his wife to come out of a doctor's office. As you start talking to him about our purpose on earth, he says: "Where did you guys learn all of this?" You happily tell him that you would love to come to his home and explain where and how you know all of these truths. But the old man says he doesn't know when would be a good time for that.

1. Practice: Make two lines of missionaries facing each other. Missionaries in one of the two lines will take the role of the old man and the ones in the other line take the role of missionary.

2. Re-practice: Do your best to make this a useful practice where you use the grammar principles and vocabulary taught above to set up appointments to share the Message of the Restoration with others. The goal is that you will never have to refer to these adverbs of time again in your native language.

Additional Scenario(s)

Jean Philippe is a college student who you and your companion met a while back, but every time you try to reach him he has never been able to meet with you. You just got home for lunch and feel prompted to call Jean Philippe to see if you can meet with him. He answers the phone and apologizes for not having been able to meet with you due his school schedule and work. Use the adverbs of time taught above to set up an appointment with Jean, including the time and location, and write everything down.

Definite Articles (The)

Wi,
Yes,
Non,
No,
Poukisa
Why
Paske
Because

Èske ?	nou we		swiv follow	levanjil gospel	la* the
	mwen I	nou we	swiv follow	pwofèt prophet	la the (words ending in consonants other than -m,-n)
	ou you (singular)	nou you (plural)	pa don't	plan Bondye plan of God	a the (words ending in vowels)
	li he/she/it	yo they	renmen love/like	Sentsenn Sacrament	an the (words ending in nasals)
	apot yo the apostles		konfye nan trust (confide in)	ekriti scripture	nan the (words ending in -m,-n,-mi,-ni,-mou,-nou)
	fanmi ou your family		konprann understand	retablisman restoration	yo the (plural)
				Ianmou Jezikri love of Jesus Christ	
				kòmandman commandment	
				Liv Mòmòn Book of Mormon	

Q. Èske nou swiv plan Bondye a?

Do we follow the plan of God?

A. Wi, nou swiv plan Bondye a.

Yes, we follow the plan of God.

A. Non, nou pa swiv plan Bondye a.

No, we don't follow the plan of God.

Q. Èske apot yo kwe nan retablisman an?

Do the apostles believe in the restoration?

A. Wi, apot yo kwe nan retablisman an.

Yes, the apostles believe in the restoration.

A. Non, apot yo pa kwe nan retablisman an.

No, the apostles don't believe in the restoration.

*"The" comes after the noun (ex: the gospel = levanjil la)

Scenario

1. Practice: You are finishing your first visit with Joseph and his family. It has been a great lesson, and you feel that this family is very ready to receive the restored gospel. The Spirit prompts you and your companion to bear testimony and talk about your experience with the gospel. Pair up with another companionship (or another missionary). One companionship will take the role of the missionaries, and one the role of Joseph and his brother, Romel. Role play bearing testimony to Joseph and Romel using this board display. Talk about what you know, but also what you love about the gospel and how it has helped you. Feel free to use vocabulary and phrases not included in the board display.

2. Re-practice: Switch roles and practice again.

Additional Scenario(s)

Your bishop, Bishop Armand, has asked you to share a spiritual thought in ward council, and you feel that you should use the time to invite the ward members to strengthen their testimonies and their faith. Using definite articles, practice giving the spiritual thought to your companion as if you were in ward council. Feel free to use the scriptures. Pay close attention that your definite articles match up with the words before them.

Language study idea: Pull out your TALL book and look for nouns in the dictionary. Practice choosing which definite article goes with each noun, and then repeat them out loud so that you get used to the sound.

Cardinal Numbers

Èske ?	Mwen I				genyen have	anpil a lot of			moun people	nan fami mwen in my family	
Wi, Yes, Non, No, Konbyen How many	mwen	nou	(pa)	kapab	li	yon (1)	onz (11)	moun			
	I	we	(negative)	can	read	de (2)	douz (12)	people			
	ou	ou		vle	etidye	twà (3)	trèz (13)	frè			
	you	you		want	study	kat (4)	katoz (14)	brother			
	li	yo		renmen	genyen	senk (5)	kenz (15)	sè		nan fami mwen (ou, li, ...)	
	he/she	they		like to	have/has	sis (6)	sèz (16)	sister		in my (your, his, ...) family	
						sèt (7)	disèt (17)	pitit			
						wit (8)	dizwit (18)	children			
						nèf (9)	diznèf (19)	neve			
						dis (10)	ven (20)	nephew			
								nyès			
						kèk		niece		nan Mozya	
						a few				in Mosiah	
						okenn				nan Mowoni	
						any (negative)				in Moroni	
						anpil				nan ekriti yo	
						a lot of				in the scriptures	
						plis				nan Liv Mòmon an	
						more				in the Book of Mormon	
						tout				nan premye/dezyèm Nefi	
						all				in first/second Nephi	

Èske ou kapab li senk chapit nan Mozya?

Can you read 5 chapters in Mosiah?

Wi, mwen kapab li senk chapit nan Mozya.

Yes, I can read 5 chapters in Mosiah.

Non, mwen pa kapab li senk chapit nan Mozya.

No, I can't read 5 chapters in Mosiah.

Èske ou genyen anpil frè ak sè?

Do you have a lot of brothers and sisters?

Mwen genyen kat frè ak sis sè.

I have four brothers and six sisters.

Mwen pa genyen okenn frè ak sè.

I don't have any brothers or sisters.

Scenario

The Alix family is a beautiful family who just arrived in America from Haiti. They are not able to speak any English. You met them through a Haitian member who lives across the street from them and who has been trying to help with missionary work in the ward. Frère Sam, the member, invites you to his house for dinner so that you can meet with the Alix family. You and your companion feel that it will be important to spend some time getting to know the Alixes by asking and answering questions about their and your families before jumping into the lesson prepared for them.

1. Prepare: Take a couple of minutes to work individually studying the section “How to Begin Teaching” from PMG. Pull out or draw a picture of your family that you can use for this practice activity.

2. Practice: Work in pairs where one missionary takes the role of Frère or Sè Alix and the other the role of missionary. Using the principles of this lesson and any other vocabulary words that you may know thus far, practice asking and answering questions regarding families. Rotate so that every missionary has the opportunity to play both roles.

Additional Scenario(s)

Manyse is an investigator who doesn’t read very well, but who loves your message. You are helping her develop a testimony of the Book of Mormon. With your companion, practice talking to Manyse about how much she has read in the Book of Mormon and how much she feels comfortable reading before your next visit.

Tense Markers

Èske
?
Wi
Yes
Non
No
Kilè
When?

Èske ?	ou You	ap will	li read	Liv Mòmon An The Book of Mormon
	mwen I	nou we	priye pray	konsènan Jozèf Smit about Joseph Smith
	ou you	nou you (pl)	vin come	pou èd nan men Bondye for help from God
	li he/she/it	yo they	li read	Legliz church
		fèk/sòt (just happened)	kenbe keep	Liv Mòmon An The Book of Mormon
		fèk sòt (just barely happened)	ale go	chapit sa anvan nou vini pwochen fwa this chapter before we come next time
		ap (present progressive)		komandman yo the commandments
		pral (going to/near future)		Pawòl Sajès la the Word of Wisdom
		ap (future)		batize get baptized
		a/valava (uncertain future, commonly heard in prayers)		

Q. Èske ou ap kenbe Lwa Dim nan?

Will you keep the law of tithing?

A. Wi, m ap kenbe Lwa Dim nan.

Yes, I will keep the law of tithing.

A. Non, mwen p ap kenbe Lwa Dim nan.

No, I will not keep the law of tithing.

Q. Èske nou t ap priye konsènan Jozèf Smit?

Were you praying about Joseph Smith?

A. Wi, nou t ap priye konsènan Jozèf Smit.

Yes, we were praying about Joseph Smith.

A. Non, nou pa t ap priye konsènan Jozèf Smit.

No, we weren't praying about Joseph Smith.

Scenario

Practice: You and your companion are teaching Jean-Pierre, a 25-year-old who is taking English classes. He is interested in your message, but seems to be struggling with reading the Book of Mormon and gaining a testimony. Follow up on the commitments you've given him (praying about Joseph Smith and reading the Book of Mormon), and extend or re-extend commitments that will help him gain a testimony of the Book of Mormon and come unto Christ. Switch roles after the role play so that each of you has a turn being the missionary.

Additional Scenario(s)

Jimmy, a 17-year-old recent convert, comes up to you at church and tells you he wants to be a missionary one day. He has never been told what he has to do to become one, or what a mission is like.

Prepare: Take a few minutes to think of vocabulary and phrases that you would use to tell Jimmy how you became a missionary, what you do as a missionary on a daily basis, and how a mission will bless his life.

Practice: Explain to Jimmy how you became a missionary, what you do as a missionary on a daily basis, and tell him how a mission will bless his life. Switch roles after the role play so that each of you has a turn being the missionary.

Past Tense

Èske ?	Ou you		te* past tense	li nan read in	Liv Mòmon an the Book of Mormon
Wi Yes,	mwen	nou (n)	te past tense	etidye study	Liv Mòmon an the Book of Mormon
Non No,	ou (w)	nou (n)	pa t didn't	li nan read in	levanjil la the gospel
Kisa What	li (l)	yo		priye (konsènan) pray (about)	ekriti yo the scriptures
Kilè when (question)	misyonè yo missionaries			asiste legliz attend church	pwofèt Joseph Smith la the prophet Joseph Smith
Lè when (not a question)	envestigatè a the investigator			santi feel	pou envestigatè yo for the investigators
	manm yo the members			aprann (konsènan) learn (about)	Bondye God
	Apot yo the Apostles			resevwa receive	Lespri a the Spirit
	prezidan misyon an the Mission President				yon repons an answer

Èske ou te priye Bondye?

Did you pray to God?

Wi, M te priye Bondye.

Yes, I prayed to God.

Non, Mwen pa t priye Bondye.

No, I did not pray to God.

Kisa ou te santi lè ou te priye Bondye ?

What did you feel when you prayed to God ?

Mwen te santi Lespri a.

I felt the Spirit.

Mwen pa t santi anyen lè mwen te priye.

I didn't feel anything when I prayed.

te is a tense marker that makes verbs past tense (priye = pray, te priye = prayed).*

Scenario

Michel is a 20-year-old college student who is working on a BS in history whom you and your companion met at the bus station. You taught him a brief portion of the first lesson. Michel was very excited about everything you taught him. But you told him the only way he can really know the truthfulness of your message is through much study and praying to heavenly Father. He agreed to do so. Now you and your companion plan on going to teach Michel more and want to know if he has done as promised during your first visit with him.

1. Practice: In pairs, one missionary will take the role of Michel and the other will fill his role as the missionary. Practice discussing the experience that Michel had when he read and prayed about the Message of the Restoration.

2. Re-practice: Switch roles and repeat the practice activity.

Additional Scenario(s)

Wiltan is a progressing investigator. He has a baptismal date, but still wants to know if baptism is what Heavenly Father wants for him. You have asked him to really take time to read, ponder, and pray about the Book of Mormon so that he can receive a confirmation from Heavenly Father through the Holy Ghost that he needs to be baptized. Practice following up with him on his experience reading, pondering, and praying.

1. Conceptual Practice: Deciding Whether or Not to Use “te” or “t ap” in Haitian Creole

To put a verb in **simple past** or **past continuous** tense, put the tense marker “te” or “t ap” right before the verb.

Use the tense marker “te” to express events in the past (Mwen te manje — I ate).

Use “t ap” for events that started and continued in the past (mwen t ap anseye — I was teaching) in Haitian Creole.

To use “te” negatively, simply add “pa” followed by the letter t instead of te

(e.g., M pa t etidye/konnen — I did not study/know).

In the English sentences below, decide whether the underlined word(s) should be replaced with “te,” “t ap,” or “pa t.”

- We lived with God before this life.
- We came to earth to learn and progress.
- God chose Jesus Christ to be our Redeemer
- Jesus did not rebel against God.
- Joseph Smith was looking for truth.
- Nephi was a prophet.
- He was not wicked.
- I was studying for the lesson.
- I was teaching the Charles family when the phone rang.
- Our investigator felt the Sprit in sacrament meeting today
- What was Joseph Smith looking for?
- He wanted to know which church was true.
- Frè Mak did not come to our baptismal service this afternoon.
- Our investigators sat with the Jean Charles Family.
- Our investigators had a good experience during our lesson.
- They did not want to read the Book of Mormon.
- My companion bought a new dictionary.

- Before his mission, he worked in a farm.
- Jean was an Apostle.
- My companion bore his testimony in Creole.
- The wicked killed the Apostles.
- The world was waiting for the gospel.
- Who appeared to Joseph Smith in the Sacred Grove?
- The disciples were walking with Jesus, during His ministry.
- Was the door open?
- The bishop accepted to come with us.
- My parents went to Haiti last summer.
- I watched General Conference last weekend.
- Christ didn't do anything wrong.
- He testified to everyone he met.
- Joseph Smith was confused at that time.
- I lived in Paris before my mission.
- We taught a lot of lessons today.
- Jesus Christ suffered on the cross for our sins.

T ap and Te

Wi,
Yes,
Non,
No,

Pandan	Joseph Smith	t ap	priye,	(èske)	li	te	wè Bondye ak Jezikri
<i>While</i>	<i>Joseph Smith</i>	<i>was</i>	<i>praying</i>	<i>?</i>	<i>he</i>		<i>saw God and Jesus Christ</i>
Pandan	Joseph Smith	t ap	priye,	(èske)	li	te	resevwa yon repons
<i>While</i>		<i>was/were</i>	<i>praying</i>	<i>?</i>	<i>he</i>		<i>receive an answer</i>
	Jezikri		grandi,		Jozèf Smit	pa t	etidye levanjil la
	<i>Jesus Christ</i>		<i>growing up</i>		<i>Joseph Smith</i>	<i>didn't</i>	<i>study the gospel</i>
	fanmi li		etidye,		Bondye		priye anpil
	<i>his family</i>		<i>studying</i>		<i>God</i>		<i>pray a lot</i>
			pale,				santi Sentespri a
			<i>speaking</i>				<i>feel the Holy Ghost</i>
			chèche,				li Bib la
			<i>searching</i>				<i>read the Bible</i>
							chèche vre legliz la
							<i>search for the true church</i>

Q. Pandan li t ap priye, èske Joseph Smith te resevwa yon repons?

While he was praying, did Joseph Smith receive an answer?

A. Wi, pandan li t ap priye, Joseph Smith te resevwa yon repons.

Yes, while he was praying, Joseph Smith received an answer.

A. Non, pandan li t ap priye, Joseph Smith pa t resevwa yon repons.

No, while he was praying, Joseph Smith didn't receive an answer.

Q. Pandan Jezikri t ap pale, èske Joseph Smith te santi Sentespri a?

While Jesus Christ was speaking, did Joseph Smith feel the Holy Ghost?

A. Wi, pandan Jezikri t ap pale, Joseph Smith te santi Sentespri a.

Yes, while Jesus Christ was speaking, Joseph Smith felt the Holy Ghost.

A. Non, pandan Jezikri t ap pale, Joseph Smith pa t santi Sentespri a.

No, while Jesus Christ was speaking, Joseph Smith didn't feel the Holy Ghost.

Scenario

Practice: You and your companion are teaching Moyiz, a 14-year-old boy who came to church last week with his aunt. He has never heard of Joseph Smith, but he is willing to listen to your message. With another missionary, role play teaching Moyiz about Joseph Smith. Use “te” and “t ap” as shown in the board display. Make sure to apply the Joseph Smith story to Moyiz’s life, showing him why the story is so important for him. Switch roles when you finish.

Additional Scenario(s)

A week after teaching your investigator Erline about Joseph Smith, you come back to teach her again. As you follow up with her, you find that Erline is having some confusion about the Joseph Smith story. She remembers that Joseph saw a vision, but she doesn’t remember much after that. Practice reteaching Erline about Joseph Smith, taking care to ask good questions and make sure she understands. Use the principles in the board display to help you teach clearly.

Future Tense

Èske ?	Tout moun Everyone		pral is going to	kanpe stand	devan before	Bondye God
Wi Yes, n kote ere	lèzòm men	pa (negative)	pral is/am/are going to	viv live	nan prezans Bondye In God's presence	
	mechan yo the wicked	p (negative)	ap will	kanpe stand	bokote Jezikri next to Jesus Christ	
	fanmi yo families			abite dwell	pinisyon anba men Bondye punishment under God's hands	
	jis yo the just			resevwa receive	anlè nan syèl la pou tou tan above in heaven forever	
	li he/she			jije be judged/judge	lavi etènèl eternal life	
	tout moun everybody			vini/vin become	rekonpans nan men Bondye reward from God	
	moun ki obeyisan those who are obedient			resisite be resurrected	yon kò pafè a perfect body	
	kò nou ak lespri nou our bodies and spirits			reyini ansanm ankò be reunited again	nan lapè pou toutan in peace forever	
	Bondye God				imòtèl immortal	

Èske tout moun pral kanpe devan Bondye?

Will everyone stand before God?

Wi, tout moun pral kanpe devan Bondye.

Yes, everyone will stand before God.

Èske mechan yo ap viv bòkote Jezikri?

Will the wicked live next to Jesus Christ?

Non, mechan yo p ap viv bòkote Jezikri.

No, the wicked will not live next to Jesus Christ.

Scenario

Stephane is a progressing investigator whom you and your companion have been teaching for three weeks. On a Sunday morning you stop by to ride the bus with Stephane to church. When you get to his house, Stephane opens the door and starts crying. You ask what happened, and he tells you that his father had a heart attack and died the night before. His dad was the only person he had, and now he is asking why God would let something like that happen and what is going to happen to his mom and dad.

1. Prepare: Review the concepts from the board displays. Take a few minutes to ponder the situation and look up additional vocabulary that you may need.

2. Practice: In pairs, role play the scenario with Stephane. One missionary will take the role of Stephane, and the other will act as a missionary. Begin right after Stephane expresses his feelings. As a missionary, you can use the board display concepts to bear testimony, and then to answer questions that Stephane asks about life after death. After the practice, switch roles.

Additional Scenario(s)

You and your companion have been asked by a Sunday School teacher in your ward to substitute in her class this Sunday. The topic of the lesson is death and resurrection. Make a short lesson plan using the vocabulary from the board display, and practice teaching part of the lesson to each other.

Possessive Adjectives and Pronouns

	Èske ?	Bondye God	se is	papa eman loving Father		nou our	
Wi Yes, Non No,		Bondye God	se is/are/am	Pè selès - Heavenly Father		mwen my	Nou (n) our
		Jezikri Jesus Christ	pa is/are/am not	Bèje - shepherd		ou (w) your (singular)	Nou (n) your (plural)
		Lespri a The Holy Ghost		gid - guide		li (l) his/her	yo their
		ekriti yo the Scriptures		zanmi fidèl - loyal friend			
		Pwofèt yo the Prophets		fondasyon temwayaj - foundation of testimony		pa m my	pa nou our
		Liv Mòmon an the Book of Mormon		dirijan - leader		pa ou (w) your (singular)	pa nou your (plural)
		Jozèf Smit Joseph Smith		wòch Sali - rock of salvation		pa l his/her	pa yo their
				sous revelasyon - source of revelation			
				limyè ak pouvwa - light and power			
				wa selès - Celestial King			
				jij - Judge			
				Sovè - Savior			
				Redanmtè - Redeemer			
				medyatè - Mediator			
				sipò - support			

Èske Bondye se Papa eman ou?

Is God your loving Heavenly Father?

Wi, Bondye se Papa eman mwen.

Yes, God is my loving Heavenly Father.

Èske Jozèf Smit se medyatè pa w?

Is Joseph Smith your mediator?

Non, Jozèf Smit pa medyatè pa m.

No, Joseph Smith is not my mediator.

Scenario

Practice #1

You and your companion have been teaching Magalie for three weeks now. You have talked several times about baptism, but Magalie never fully accepts the baptismal commitment. Now you plan on teaching her again and recommitting her to baptism. As you invite her, she expresses a concern: “I don’t want to be baptized because I am afraid that I will mess up afterward.” Think about Magalie’s concern. Pair up with another missionary with one taking the role of missionary with the other taking the role of Magalie. Practice finding out what concerns Magalie has by using the vocabulary and phrases from this and/or any other lesson. The goal of this practice is to understand the concern as best they can by asking questions and listening.

Practice #2

Pick one of the following concerns. Then gather in groups of 4 missionaries and practice inviting each other to be baptized. After they extend the commitment, zanmi legliz la will present the concern which keeps them from committing (the investigator does not have to divulge the complete reason at first). As missionaries, ask questions in order to better understand the concern.

- I am afraid of what my family/friends will think
- I am worried that I will not be able to keep all the commitments
- I am not sure if the Mormon church is the one God wants for me
- I feel I need more time to get to know what the church is about
- I am living with my fiancé and can’t afford to get married yet
- I have already been baptized and the scripture says there is only one baptism
- I have to stay true to my ancestors who have always been Catholic and Voudowizan

Practice #3

Select one of your zanmi legliz la yo who is progressing the least. Practice in your companionships asking each other questions to try and better understand why they are not progressing. Then find another missionary in the district to practice with. In your new companionship, one missionary will take the role of the missionary and the other will take the role of their zanmi legliz la. After briefly giving the background of zanmi legliz la, the missionary taking the role of the missionary will ask questions to try and discover what is stopping zanmi legliz la from progressing (note-this may be a good time to think about what constitutes progress and what does not). Strive to make this a revelatory experience by doing every part of the activity with real intent.

Demonstrative Adjectives (this, that, those, etc.)

		Èske ?	Liv <i>Book</i>	sa <i>this</i>	se <i>is</i>	pawòl Bondye a <i>the word of God</i>
Poukisa <i>Why</i> Kòman <i>How</i>	Wi <i>Yes,</i>		gason <i>man (men)</i>	sa <i>this/that</i>	se <i>Is/are</i>	pawòl Bondye a <i>the word of God</i>
	Non <i>No,</i>		liv <i>book(s)</i>	sa a <i>this/that</i>	pa <i>not</i>	(yon) evidans verite <i>(an) evidence(s) of truth</i>
			pasaj <i>passage(s)</i>	sa yo <i>these/those</i>		yon egzanp lafwa <i>an example of faith</i>
	Paske <i>because</i>		prensip <i>principle(s)</i>			tankou Bib la <i>like the Bible</i>
			ekriti <i>scripture(s)</i>			trè enpòtan pou ou/nou <i>very important for you/us</i>
			istwa <i>story(-ies)</i>			(yon) pwofèt Bondye (yo) <i>a prophet(s) of God</i>
						pou jou pa nou yo <i>for our days</i>
						te tradwi pa pouvwa Bondye <i>was translated by the power of God</i>
						yon temwayaj konsènan Jezikri <i>a testimony about Jesus Christ</i>
						(yon) eksplikasyon sou priyè <i>(an) explanation(s) of prayer</i>
						yon egzanp lanmou Bondye pou ou/nou <i>an example of God's love for you/us</i>

Èske liv sa se pawòl Bondye a?

Is this book the word of God?

Wi, liv sa se pawòl Bondye.

Yes, this book is the word of God.

Wi, men liv sa pa yon istwa.

Yes, but this book is not a story.

Poukisa liv sa a trè enpòtan pou mwen?

Why is this book very important for me?

Paske li se yon temwayaj konsènan Jezikri.

Because it is a testimony about Jesus Christ.

Scenario

You knocked on a beautiful family's door right after your appointment fell through. While a little bit hesitant, the parents agreed to let you visit later that evening because at the moment they were having "soupe". They are the parents of 2 young children. Early in the lesson the father says that he has never been a fan of religion or church, and in general he disagrees with idea of organized religion. However, he does mention that he is intrigued with the idea of new scripture and prophets.

- 1. Prepare:** Take a couple of minutes to review the grammar and vocabulary from the lesson and prepare to share all you can about The Book of Mormon.
- 2. Practice:** Working in pairs, one missionary will take the role of the investigator and the other the missionary. Ask questions and discuss as many important points as possible about the Book of Mormon using the grammar and vocabulary and other words you may know.
- 3. Re-practice:** Switch roles and partners so that you are not working with the same person the second time around, and go through the scenario a second time.

Additional Scenario(s)

Hold a short testimony meeting in which each missionary has an opportunity to bear his testimony about The Book of Mormon, using this grammar principle and as much vocabulary as possible.

Comparisons: Plis/Mwens, Pase/Ke

Èske
?
Wi,
Yes,
Non,
No,

Èske ?	ou you		sonje remember	plis more	ekriti scriptures	pase than	ti frè ou? your little brother?	
	Mwen I	Nou (pa) We neg.	sonje remember	plis more	ekriti scripture	pase than	ti sè mwen my little sister	
	Ou You (sing.)	Nou You (pl)	genyen have	mwens less	kravat necktie	ke than	mwen me	nou us
	Li he/she/it	Yo They	resevwa receive		benediksyon blessing		ou you	nou you (pl)
	Zanmi ou Your friend		aprann learn		leson lesson		li him	yo them
	Eldè Jones Elder Jones		li read		jwa joy		envestigatè a the investigator	
							sa ou te gen those you had	

Q. Èske Eldè Smith vle plis investigatè pase ou?

Does Elder Smith want more investigators than you?

A. Wi, Elde Smith vle plis investigate pase mwen.

Yes, Elder Smith wants more investigators than me.

A. Non, Elde Smith pa vle plis investigatè pase mwen.

No, Elder Smith doesn't want more investigators than me.

Q. Èske sè ou achte plis soulye ke ou?

Does your sister buy more shoes than you?

A. Wi, sè mwen achte plis soulye ke mwen.

Yes, my sister buys more shoes than me.

A. Non, sè mwen achte mwens soulye ke mwen.

No, my sister buys less shoes than me.

Scenario

Practice: Take a minute to think of all of your possessions here at the MTC. Then compare what you have with your companion using plis/mwens ... pase/ke. After sharing these things with your companion, find another missionary and repeat the comparisons. Ex. I have more books than you.

Additional Scenario(s)

Practice: You and your companion are teaching a man named Charles about the law of tithing. One missionary will play the role of Charles and the other is the missionary. Help Charles understand the commandment and how it can bring blessings into his life. Look for as many opportunities to use “plis/mwens” as you can. Switch roles when you are done so that each gets a chance to be Charles.

Comparisons: Pi, Pase/Ke

	Èske Marie ?	Marie		pi more	kontan happy	pase than	mwen me	
Èske ?		mwen <i>I</i>	nou <i>we</i>	(pa) <i>(neg)</i>	pi <i>more</i>	kontan <i>happy</i>	pase <i>than</i>	mwen <i>me</i>
Wi, Yes,		ou <i>you</i>	nou <i>you (pl)</i>		kontan <i>happy</i>	ke <i>than</i>	mwen <i>me</i>	nou <i>us</i>
Non, No,		li <i>he/she/it</i>	yo <i>they</i>		bon <i>good</i>		li <i>he/she/it</i>	yo <i>they</i>
		konpayon mwen <i>my companion</i>			fò <i>strong</i>		pwofèt la <i>the prophet</i>	
		bannann sa <i>this plantain</i>			entelijan <i>intelligent</i>		jan* ou te ye anvan <i>how you used to be</i>	
		Bondye <i>God</i>			pre pou batèm <i>ready for baptism</i>		mango sa yo <i>these mangoes</i>	
					fre <i>fresh</i>			

Q. Èske ou pi entelijan pase jan ou te ye anvan?

Are you more intelligent than you used to be?

A. Wi, mwen pi entelijan pase jan m te ye anvan.

Yes, I am more intelligent than I used to be.

A. Non, mwen pa pi entelijan pase jan m te ye anvan.

No, I am not more intelligent than I used to be.

Q. Èske leson li pi senp ke leson mwen?

Is his lesson more simple than my lesson?

A. Wi, leson li pi senp pase leson mwen.

Yes, his lesson is more simple than my lesson.

A. Non, leson li pa pi senp pase leson mwen.

No, his lesson is not more simple than my lesson.

Pi uses adjectives to compare two objects.

**Use "jan" with "pase" and leave it out with "ke"*

Scenario

Practice: Marie, one of your investigators, is getting baptized tomorrow. As you explain to her what the baptismal service will be like, she tells you she can't be baptized because she isn't perfect. She feels like she is not as righteous or good as others. The missionary playing her role should express her concerns, and the teaching missionary should help her understand that she has made enough changes to be baptized. Use sentences using "pi" to compare who she was before you met her to who she is now.

Additional Scenario(s)

Practice: On P-day, you and your companion are grocery shopping. While you are shopping, a person approaches you and, mistaking you for a store worker, asks you to explain/recommend some groceries. You seize the opportunity and answer their questions, state who you are and share a simple message about the gospel. Use "pi" to help both describe the groceries and to share the blessings that the gospel will bring. Ex. Through Christ, you can be more happy than through anything else.

Comparisons: Menm jan avèk, tankou, diferan avèk

	Èske ?	Obeysisans obedience	nou our	menm jan avèk the same as	obeyisans obedience	Nefit yo of the Nephites
Wi, Yes,		bon zèv good works	mwen my	egal avèk equal to	bon zèv good works	Bondye God's
Non, No,		objektif purpose	ou your	menm jan avèk the same as	objektif purpose	mond la the world's
Poukisa Why		bonte goodness	li his/her	diferan avèk different from	bonte goodness	Nefit yo the Nephites'
Kòman How		lanmou love		tankou like	lanmou love	Satan Satan's
		pasyans patience	Bondye God's		pasyans patience	konpayon mwen my companion's
		jistis righteousness	Jezikri Jesus Christ's		jistis righteousness	Bondye God's
		mòd de vi type of life/life style	pwofèt yo the prophets'		mòd de vi type of life/life style	pwofèt vivan an the living prophet's
		obeyisans obedience			obeyisans obedience	paran ou Your parent's
		volonte will			volonte will	
		pouvwa power			pouvwa power	

Èske bon zèv ou egal a bon zèv konpayon ou ?

Is your good work equal to your companion's?

Wi, bon zèv mwen egal a bon zèv konpayon mwen.

Yes, my good work is equal to my companion's.

Non, bon zèv mwen pa egal a bon zèv konpayon mwen.

No, my good work is not equal to my companion's.

Poukisa pouvwa Satan pa egal a pouvwa Bondye?

Why is Satan's power not equal to God's?

Paske Bondye pi fò pase Satan.

Because God is stronger than Satan

Kòman pouvwa Bondye diferan a pouvwa Satan?

How is God's power different from Satan's?

Scenario

You have just taught Brother and Sister Lauture the importance of being obedient to all of our Heavenly Father's commandments. They are a wonderful couple who truly demonstrate humility, a desire to learn about the laws of God, and a desire to know what they need to do to return to his presence as part of the plan of salvation. They are interested in discussing the principles of commitment and covenants how they influence our eternal journey.

1. Prepare: Take a couple of minutes to collect your thoughts after reading the scenario, and then pair up in twos, not necessarily with your regular companion.

2. Practice: Working in pairs, with one taking the role of Brother or Sister Lauture and the other the missionary. Discuss how our obedience is an important element of the gospel path. Also teach them about events from scriptures and apply them to your lives. Use the grammar and vocabulary just learned, plus any other vocabulary or grammar you may already know. Following the practice, switch roles, and do the activity a second time.

Additional Scenario(s)

You have been asked to teach a lesson this week in the gospel essentials class of the ward where you are laboring. On this particular Sunday, only one investigator has come to the class, and the topic of the lesson is "The Blessings of Obedience". You are excited for the opportunity to have this one-on-one time with Brother Antoine. Pair up and practice teaching Brother Antoine using the principles from this board display. Help him see how he can use examples from the scriptures and from the world around him to measure his level of commitment and obedience.

Konn: Familiarity

Wi,
Yes,
Non,
No,
Èske
?

Èske ou ?	ou you	konn have (ever)	vizite visited	legliz la the church
	Mwen I	Nou we	konn have (ever)	vizite visited
	Ou you (singular)	Nou you (pl)	pa konn have not/haven't (ever)	tande pale de heard about
	Li he/she/it	Yo they	poko have not yet	pale avèk spoken with
	zanmi ou your friend			Ayiti Haiti
	fanmi ou your family			Liv Mòmon an the Book of Mormon
				prèttriz Bondye a the priesthood of God
				Joseph Smith Joseph Smith
				evèk la the bishop
				prezidan Sosyete de Sekou a the Relief Society president

Q. Èske ou konn tande pale de Liv Mòmon an?

Have you heard about the Book of Mormon?

A. Wi, mwen konn tande pale de Liv Mòmon an.

Yes, I've heard about the Book of Mormon.

A. Non, mwen pa konn tande pale de Liv Mòmon an.

No, I haven't heard about the Book of Mormon

Q. Èske ou konn pale avèk evèk la?

Have you ever spoken with the bishop?

A. Wi, mwen konn pale avèk evèk la.

Yes, I've spoken with the bishop.

A. Non, mwen poko pale avèk evèk la.

No, I haven't yet spoken with the bishop.

Scenario

You and your companion are tracting and knock on the door of a man named Louis. He sees that you and your companion speak Creole and is very excited to talk to you and hear you speak more. He invites you both in and offers you food and juice.

1. Prepare: Take a minute to think about a number of questions that you would like to ask Louis in order to get to know him, his background, his desires, views on religion, etc. Look up vocabulary to help you communicate these questions. Ask many questions using *konn*, *pa konn*, and *poko* in order to practice them.
2. Practice: Working in pairs and using *konn*, *pa konn*, and *poko*, practice getting to know Louis. One missionary will take the role of Louis while the other assumes the role of missionary. Ask Louis questions about his past experiences in life and how they have helped throughout his life. Look for ways to apply the gospel to him. Afterward, switch roles to make sure that everyone gets an opportunity to practice each role.
3. Re-practice as time allows.

Additional Scenario(s)

You are visiting an investigator named Marie-Joseph who is preparing to be baptized next week. You want to make sure she is feeling comfortable at church. Talk with her about her church experience using “*konn*” to see if she has met members and church leaders and if she understands important gospel principles.

Title: Fòk, Bezwen, Oblije

Èske ?		Ou you	bezwen need (to)		repanti repent	pou ou kapab so that you can	viv avèk Bondye live with God	
Wi, Yes, Non, No, Èske ? Poukisa Why Paske Because	Fòk It is necessary that	mwen I	nou we	pa (neg.)	oblije are obligated to	repanti repent	pou (ou, nou, etc) kapab so that (you, we, etc) can	viv avèk Bondye live with God
		ou you (singular)	nou you (plural)	dwe must	ale legliz go to church	si if	vin pwòp anba peche nou yo become cleansed from our sins	
		li he/she/it	yo they	ta dwe should	chanje change		rekonèt Sentespri a Recognize the Holy Ghost	
		misyonè yo the missionaries		bezwen need (to)	vin batize be baptized		nou obeyi kòmandman yo we obey the commandments	
		Bondye God			beni nou bless us		yo dezobèyisan they are disobedient	
		tout moun everyone						

Q. Èske nou bezwen ale legliz?

Do we need to go to church?

A. Wi, nou bezwen ale legliz.

Yes, we need to go to church.

A. Non, nou pa bezwen ale legliz.

No, we don't need to go to church.

Q. Èske fòk nou repanti pou nou kapab viv avèk Bondye?

Is it necessary that we repent so that we can live with God?

A. Wi, fòk nou repanti pou nou kapab viv avèk Bondye.

Yes, it is necessary that we repent so that we can live with God.

A. Non, nou pa bezwen repanti pou nou kapab viv avèk Bondye.

No, we don't have to repent so that we can live with God.

Scenario

Practice: You and your companion are teaching Wisner, an investigator who has been taught by you and other missionaries for several months. Wisner enjoys being taught, but he has never really understood the importance of your message. He loves God, but he likes to joke about everything and has never really tried hard to keep the commandments. Working in pairs, with one of you as Wisner and one of you as a missionary, teach Wisner how your message is essential for his life. Use the vocabulary and grammar from this board display, as well as any you have already learned.

Additional Scenario(s)

Prepare: Think of the things the Lord has asked you to do as a missionary in order to have the Spirit with you. Find out how to say some of those things in Creole, and write them down.

Practice: Discuss with your companion in Creole the things you must do to have the Spirit with you. Make goals to improve.

Conditional: Ta, Ta Dwe, Ta Kapab

Èske ?	mwen I	ta kapab could	vin batize be baptized	si if	mwen I	te repanti repented
Èske ?	mwen I	nou (pa*) we (neg)	ta would	si if	mwen I	nou we
Wi, Yes,	ou you	nou you (pl)	ta dwe should		ou you	nou you (pl)
Non, No,	li he/she/it	yo they	ta kapab could		li he/she/it	yo they
Kilè When	envestigatè a the investigator		vin legliz come to church			te resevwa èd received help
Poukisa Why	fanmi yo the families		obeyi Pawòl Sajès la obey the Word of Wisdom			te aprann prensip sa learned this principle
	manm legliz yo church members		peye yon Dim konplè pay a full tithe			
	Jean Jean		sanktifye Jou Saba keep the Sabbath day holy			
	Marie Marie		obeyi kòmandman yo obey the commandments			

Q. Si ou te gen opòtinite, èske ou ta batize mwen?

If you had an opportunity, would you baptize me?

A. Wi, mwen ta batize ou.

Yes, I would baptize you.

A. Non, mwen pa ta batize ou.

No, I wouldn't baptize you.

Q. Kilè envestigatè a ta dwe vin batize?

When should the investigator be baptized?

A. Envestigatè a ta dwe vin batize mwa pwochen.

The investigator should be baptized next month.

A. Envestigatè a pa ta dwe vin batize kounyeya.

The investigator should not be baptized now.

**By adding 'pa' before the would/should/could, it changes the meaning of the conditional to wouldn't/shouldn't/couldn't.*

Scenario

Practice: You and your companion are having a weekly planning session. You are focusing on Jean and Marie, two of your progressing investigators. Both of them come to church, but neither of them read the Book of Mormon regularly. Jean struggles with the Word of Wisdom. Discuss what their concerns may be and what you can do to help them keep their commitments. Use the vocabulary and structure from this board display as you plan, but feel free to include vocabulary and grammar principles you have already learned.

Additional Scenario(s)

Discuss with your companion blessings you want to receive from the Lord. Think of what you could and should do to qualify for them. Set goals that will put you on track to receive these blessings.

1. Conceptual Practice: When to use *sa*, *ki*, and *ke*

The word “*sa*,” “*ki*,” and “*ke*,” can all mean “that.” However, they each have a different use:

- 1) The word “*sa*” means “this” or “that,” but only when *referring* to something (“I like that book” or “This is a good day”). In this sense, “that” is a demonstrative adjective (p. 66), or a subject pronoun.
- 2) “*Ki*” and “*ke*” are *connector words* that mean “that,” “who,” or “which.”
- 3) Use “*ki*” when the *connector words* come right before a verb and use “*ke*” when they comes right before a noun.
- 4) Another way to decide whether to use “*ki*” or “*ke*” is that “*ke*” can usually be left out of the sentence (e.g., I know that God lives I know God lives).

In the English sentences below, decide whether the underlined word(s) should be replaced by “*sa*,” “*ki*,” or “*ke*.”

- The thing that helps me the most in my life is prayer.
- I like the way this investigator treats his family.
- The thing that I love most about the gospel is repentance.
- God speaks to us. This is called revelation.
- Jesus Christ is the Redeemer that we worship.
- I have a strong testimony that helps me in trials.
- It is the scriptures that guide us through difficult times.
- In what way is this church different from other churches?
- How does that make you feel?
- We believe in God, who has a body of flesh and bones.
- We teach truth that comes from God.
- You can know that the Restoration really happened.
- God loves us. This is easy to learn but hard to remember.
- I can't teach that lesson in Creole yet.
- It is the spirit that speaks to my heart when I pray.
- The vision that Joseph Smith saw changed his life.
- This life is the time for men to repent.

- The vision that changed Joseph Smith's life was sacred.
- God said, “This is my Beloved Son, hear Him!”
- We pray that our investigators will be comforted.
- I know that it is God who grants us happiness.
- The love that we show for our families reflects God's love.
- If we want to be happy, this is what we need to do.
- The Word of Wisdom tells us that we need to be clean.
- It was the apostles who taught the Gospel after Christ died.
- We pray that God will comfort us.
- What does that mean in Creole?
- The scripture that touched my heart today was in Alma.
- The thing that makes me said is that he won't pray.
- It's my family that gives me support.
- It's my family that I write every week.
- The commandments that God gave to Adam are restored.
- In the temple, we make covenants that enrich our lives.
- It is the love of God that keeps me going every day.

That, Who, Which (Ki and Ke)

	Èske	se		Bondye	ki	sipòte nou nan eprèv nou
	?	it is		God	who/that	supports us in our trials
Wi	Èske	se	pa	Bondye	ki	beni nou avèk bonè
Yes,	?	it is	not	God	that/who/which	blesses us with happiness
Non				Jezikri	ke	Jozèf Smit te wè nan yon vizyon
No,				Jesus Christ	that	Joseph Smith saw in a vision
Poukisa				priyè		nou dwe sèvi
Why				prayer		we must serve
Paske				dyab la		vle nou obeyi kòmandman yo
Because				the devil		wants us to obey the commandments
				konpayon nou		Lespri a pouse nou pou fè
				our companion		the Spirit pushes (encourages) us to do
				travay misyonè		mande sakrifis nou
				missionary work		asks for our sacrifice
				bliye priye		ekriti yo fè nou sonje
				forgetting to pray		the scriptures make (help) us remember

Q. Èske se Jezikri ke nou dwe sèvi?

Is it Jesus Christ who we must serve?

A. Wi, se Jezikri ke nou dwe sèvi.

Yes, it is Jesus Christ who we must serve.

A. Non, se pa Jezikri ke nou dwe sèvi.

No, it is not Jesus Christ who we must serve.

Q. Èske se priyè ki beni nou avèk bonè?

Is it prayer that blesses us with happiness?

A. Wi, se priyè ki beni nou avèk bonè.

Yes, it is prayer that blesses us with happiness.

A. Se pa bliye priye ki beni nou avèk bonè.

It is not forgetting to pray that blesses us with happiness.

This sentence structure may seem a little funny, but it is used more often in Haitian Creole than in English.

Scenario

Practice: One of your investigators, Louisane, has just accepted the invitation to be baptized. You are very excited for her, but during one of your next lessons with her, you find that she is second guessing her decision to be baptized. She has been struggling to know that God loves her and that He will help her in her trials. Using the principles from this board display, talk with Louisane about what and who she can lean on for support in trials. Discuss with her things she needs to do to receive that support. Work with another missionary, making sure to switch roles so that both of you get a chance to be Louisane and the missionary.

Additional Scenario(s)

After helping Louisane recognize how to receive help in her trials, you are preparing her baptismal program. Discuss with Louisane the details of the program, such as who she would like to give talks, who she'd like to baptize her, and other preferences she has. Use the grammar principles in this board display (For example: "Èske se Frè Joseph ki ap batize ou?").

Haitian Creole as you know, is based off of French. Many Haitians speak both languages. However, depending on where they were raised in Haiti influenced how much French they learned. It is not uncommon for them to switch back and forth between the two. The following review is to help you understand subject pronouns, basic verb conjugations, and near-future tense. The better you understand both languages will strengthen your ability to recognize and teach to their needs.

	Père céleste est		parfait.	
Question Marker	Je (ne) suis	Nous (ne) sommes	(pas)	enfant(s) de Dieu
Est-ce que	Tu (n') es	Vous (n') êtes	(plus)	baptisé(e)(s)
Question Words	Il/Elle/On (n') est	Ils/Elles (ne) sont		croyant(e)(s)
Comment				content(e)(s)
Pourquoi				
Quand				
Que				
Où				
Qui				
Response Indicators	*Dieu est			notre Père céleste.
Oui				
Non	**Les Écritures sont			la parole de Dieu
Parce que				

Est-ce que Dieu est parfait ?

Oui, il est parfait.

Oui, mais nous ne sommes pas parfaits.

Est-ce que vous êtes frère et soeur ?

Oui, nous sommes frère et soeur.

Jésus-Christ est notre grand frère.

The 'e', 's', and 'es' are added to the ends of adjectives to clarify gender and plurality: 'e' = feminine and 's' = plural

*When a singular noun is used as the subject, it is conjugated like 'il'.

**When a plural noun is used as the subject, it is conjugated like 'ils'.

J'ai un témoignage de _____.

Question Marker

Est-ce que

Question Words

Comment

Pourquoi

Quand

Que

Où

Qui

Response Indicators

Oui

Non

Parce que

Additional Expressions to use:

Ça m'intéresse parce que...

avoir besoin de...

Je (n') ai	Nous (n') avons	(pas)	le (de) désir d'apprendre plus sur Dieu
Tu (n') as	Vous (n') avez	(aucun(e)*)	une (de) question au sujet de l'Église / de Dieu
Il/Elle/On (n') a	Ils/Elles (n') ont		une (de) religion
			faim / soif

Est-ce que vous avez des questions au sujet de Dieu ?

Oui, j'ai une question.

Est-ce que Dieu a un corps ?

Pourquoi est-ce que vous avez accepté à entendre notre message ?

Ça m'intéresse parce que j'ai besoin d'une religion.

J'ai des questions au sujet de L'Église.

*For **'aucun'**, don't include the article **'de'** (eg: 'Jesus doesn't have any sins' = **'Jésus n'a aucun péché'**). If the noun following the article is feminine, than add an **'e'** to **'aucun'** (eg: **'nous n'avons aucune épreuve'**).

When the verb is negated, the partitive and indefinite article (**un, une, du, de la, des**) are replaced by **'de'**. (eg: **'Je n'ai pas de religion'**.)

Note: **'Pourquoi'** should be followed by **'est-ce que'** unless using inversion (refer to pg. 46).

Remember that an **'ai'** in French always makes an **'é'** sound, and a single **'s'** between two vowels usually makes a **'z'** sound.

	Le Livre de Mormon		enseigne		l'Évangile.	
Question Marker	Je	Nous (ne)			(pas)	le message du Christ
Est-ce que						
Question Words	Tu	Vous	enseigner	+	(rien)	que Dieu vit et qu'il nous parle
Comment						
Pourquoi	Il/Elle/On	Ils/Elles	témoigner (de)		(plus)	le baptême
Quand						
Que			parler (de)		(jamais)	votre famille
Où						
Qui	Les Écritures		*partager			les principes de l'Évangile
Response Indicators	Les membres		exprimer			leurs sentiments
Oui						
Non	Le prophète					
Parce que						

* 'Partager' is irregular
in the 'nous' form:
'Nous partageons'.

Qu'est-ce que le Livre de Mormon enseigne ?

Il enseigne la doctrine du Christ.

Il témoigne que Dieu vit et qu'il nous parle.

Est-ce que vous parlez avec les athées ?

Oui, je parle avec tout le monde.

Nous partageons le message avec les enfants de Dieu.

Le Présent - Les Verbes en -ir

	L'Expiation		les*	guérit	les pécheurs	de leurs péchés.
	L'Expiation			guérit		de leurs péchés.
Question Marker						
Est-ce que	Je	Nous	(ne) <i>Direct Obj.*</i>	choisir	(pas)	entre le bien et le mal
Question Words						
Comment	Tu	Vous	me nous	obéir +	-is -issons	(personne) à faire le bien
Pourquoi			te vous		-is -issez	
Quand	Il/Elle/On	Ils/Elles	le/la les	accomplir	-it -issent	la volonté du Père
Que				bénir		nos familles
Où						
Qui				avertir		à Dieu
Response Indicators						
Oui	Le Saint-Esprit					
Non						
Parce que	Père céleste					
	Les amis de l'Église					

Comment est-ce que le Saint-Esprit nous bénit ?

Est-ce que les missionnaires accomplissent la volonté du Père ?

Il nous avertit des mauvais choix.

Oui, ils l'accomplissent.

Il nous aide à choisir entre le bien et le mal.

Oui, mais les méchants ne l'accomplissent pas.

*Direct object pronouns (me, you, him, it, they, etc.) replace the direct object and are placed before the conjugated verb.

	Le Saint-Esprit		nous		promet		la paix.	
Question Marker	Je	Nous	(ne)	me nous	me nous	répondre	(pas)	à nos questions
Est-ce que						+		
Question Words	Tu	Vous		te vous	te vous	entendre		la voix de Dieu
Comment								
Pourquoi	Il/Elle/On	Ils/Elles		le/la/l' les	lui leur	*comprendre		mon père
Quand								
Que						répandre		l'Évangile
Où	Le Plan du salut							
Qui						inclure		le bien / le mal
	Notre famille							
Response Indicators								
Oui	Les missionnaires							
Non								
Parce que								

Est-ce que Dieu répond à ses enfants ?

Oui, Dieu leur répond parce qu'il les aime.

Il nous repond par le Saint-Esprit.

Est-ce que les prophètes entendent la voix de Dieu ?

Oui, ils l'entendent.

Oui, mais Satan n'entend pas la voix de Dieu.

*Drop the 'd' and add an 'n' before the plural endings

**Direct object pronouns (me, you, him, it, they, etc.) replace nouns and come before the conjugated verb. Indirect object pronouns (to me, to you, to him, to them, etc.) also come before the verb. See page 90 for explanation and practice.

Le Futur Proche: Aller + Infinitif

Je vais

lire

au sujet de la foi.

Putting the verb '**aller**' before a verb in the infinitive is one way to put a verb in the future tense (for eg.: '**Je vais lire**' = 'I will read' or 'I am going to read').

Question Marker

Est-ce que

Question Words

Comment

Pourquoi

Quand

Que

Où

Qui

Response Indicators

Oui

Non

Parce que

Je (ne) vais

Nous (n') allons

(pas)

étudier au sujet de

la foi

Tu (ne) vas

Vous (n') allez

(rien)

prier au sujet de

l'Esprit

Il/Elle/On (ne) va

Ils/Elles (ne) vont

(plus)

suivre

Le Livre de Mormon

(jamais)

obéir à

les commandements

aller à

les réunions de l'Église

la loi de la dîme

Comment est-ce que vous allez étudier au sujet de la foi ?

Est-ce qu'il va se faire baptiser ?

Je vais lire Le Livre de Mormon.

Oui, il va se faire baptiser.

Je ne vais pas lire le Livre de Mormon, mais je vais lire la Bible.

Non, il ne va pas se faire baptiser.

Understanding your investigators is crucial in helping them come unto Christ. It is common to combine words together in Haitian Creole. You will most often see combinations between one word and a pronoun. This list is to show you examples of words that are combined and how they should be pronounced.

Bay	ban m	ban nou	Bondye ban m benediksyon lè m swiv komandman l yo. Èske ou kapab ban nou direksyon pou legliz la? Ba l yon Liv Momon an.
	ba w	ban nou	
	ba l	ba yo	

Avek	ave m	ave (n) nou	Kimoun ap vini ave w ? Ave m se papa m ak manman m. Ekri egzanp pa w la:
	ave w	ave (n) nou	
	ave l	ave yo	

Pa (Possession)	pa m	pa nou	Sa se konpanyon pa m . Ou ka itilize liv pa l . Ekri egzanp pa w la:
	pa w	pa nou	
	pa l	pa yo	

When a word ends in a nasal or a vowel and a pronoun follows it, the pronoun is often pronounced with the word before.

Fanmi	fanmi m	pou nou	Bondye komande ou pou ou swiv tout komandman l yo. Chemmen Bondye a, mennen nou pou nou viv ave l anko. Fanmi m ede m fe bon desizyon. Ekri egzanp pa w la:
Komande	komande w	fanmi nou	
Mennen	mennen l	pou yo	
Pou			

Search the Book of Mormon and find three more examples.

- 1.
- 2.
- 3.

Practice speaking the sentences above with your companion.
Switch out the pronouns to become comfortable with the combinations.

Cardinal Numbers									
0	zewo	26	vennsis	51	senkanteyen	76	swasanssèz	101	san-en
1	en	27	vennsèt	52	senkannde	77	swasanndisèt	102	sande
2	de	28	ventwit	53	senkanntwa	78	swasanndizwit	200	desan
3	twà	29	ventnèf	54	senkannkat	79	swasanndiz- nèf	201	desan-en
4	kat	30	trant	55	senkannsis	80	katreven	300	twasan
5	senk	31	tranteyen	56	senkannsèt	81	katreven	600	sisan
6	sis	32	trannde	57	senkantwit	82	katreven-en	601	sisan-en
7	sèt	33	tranntwa	58	senkantnèf	83	katrevende	800	wisan
8	wit	34	trannkat	59	swasant	84	katreventwa	801	wisan-en
9	nèf	35	trannsenk	60	swasanteyen	85	katrevenkat	1000	mil
10	dis	36	trannsis	61	swasannde	86	katrevensenk	1001	milen
11	onz	37	trannsèt	62	swasanntwa	87	katrevensis	3000	twamil
12	douz	38	trantwit	63	swasannkat	88	katrevensèt	6000	simil
13	trèz	39	trantnèf	64	swasannkat	89	katreven-wit	10000	dimil
14	katòz	40	karant	65	swasannsenk	90	katrevennèf	100000	sanmil
15	kenz	41	karanteyen	66	swasanssis	91	katrevendis	100001	samilen
16	sèz	42	karande	67	swasanssèt	92	katreven-onz	200000	desanmil
17	disèt	43	karantwa	68	swasantwit	93	katrevendouz	1000000	milyon
18	dizwit	44	karannkat	69	swasantnèf	94	katreventrèz	2000000	demilyon
19	diznèf	45	karannsenk	70	swasantdis	95	katrevenkatòz	10000000	milya
20	ven	46	karanssis	71	swasannonz	96	katrevenkenz		
21	venteyen	47	karanssèt	72	swasanndouz	97	katrevensèz		
22	vennde	48	karantwit	73	swasanntrèz	98	katrevendisèt		
23	venntwa	49	karantnèf	74	swasannkatòz	99	katrevendizwit		
24	vennkata	50	senkant	75	swasannkenz	100	katrevendiznèf		
25	vennsenk						san		

Months	
January	Janviye
February	Fevriye
March	Mas
April	Avril
May	Me
June	Jen
July	Jiyè
August	Out
September	Septanm
October	Oktòb
November	Novanm
December	Desanm

Days	
Monday	Lendi
Tuesday	Madi
Wednesday	Mèkredi
Thursday	Jedi
Friday	Vandredi
Saturday	Samdi
Sunday	Dimanch

Ordinal Numbers					
1st	premye	14th	katòzyèm	60th	swasantyèm
2nd	dezyèm	15th	kenzyèm	70th	swasantdizyèm
3rd	twazyèm	16th	sèzyèm	80th	katreventyèm
4th	katriyèm	17th	dizetyèm	90th	katrevendizyèm
5th	senkyèm	18th	dizwityèm	100th	santyèm
6th	sizyèm	19th	dizvenyèm	200th	desantyèm
7th	setyèm	20th	ventyèm	1000th	milyèm
8th	wityèm	21st	venteyinyèm	1000000th	milyonyèm
9th	nevyèm	22nd	vendezyèm		
10th	dizyèm	30th	trantyèm		
11th	onzyèm	31st	tranteyinyèm		
12th	douzyèm	32nd	tranndezyèm		
13th	trèzyèm				

This note explains the order for this Haitian Creole Board-Display Book, and the purpose of certain pages.

The Book begins with seven tasks to help missionaries form basic phrases to teach their investigator the first week and a half. Focus on helping missionaries use these tasks to become familiar with the language.

We have seen three main challenges as missionaries learn Haitian Creole: The verb “se” with adjectives and questions, adjective placement, and tense markers and their combinations. Because missionaries struggle to master these concepts, these three concepts are at the beginning of the board displays to give the missionaries adequate time to learn, practice, and master them. The overall order of the book is based upon what will best help missionaries prepare to teach their current investigators.

The French review(p. 84-89) consists of subject pronouns, basic verb conjugations, and near-future tense. The review is not necessary to teach before the missionaries leave. If you have taught everything the missionaries need in preparation for the field, the French review is available to help them understand a very basic idea of French and to see things Haitians might use. If you don't understand the review, ask a French teacher to instruct you on these basic principles.

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